

Alaska Wing Squadron Leadership School (SLS)

6 & 7 October 2012

Welcome to the 2012 Squadron Leadership School. Squadron Leadership School is a formal professional development program for adult CAP volunteers. SLS's primary goal is to prepare members to contribute at the squadron level. The SLS is designed to (1) enhance a senior member's performance at the squadron level and (2) to increase understanding of the basic function of a squadron and how to improve squadron operations. SLS is required for completion of Level 2 professional development. Completion of Level 2 is required for promotion to the rank of Captain. ***Prerequisites for attendance are completion of Level 1 and enrollment in one or more specialty tracks.***

- LOCATION:** Polaris Composite Squadron 1910 E. 5th Ave, Anchorage
- REGISTRATION:** Submit a CAPF 17 to Major Lyle Langston, Course Director
Mobile = 907.250.9244 E-mail = lyle727@yahoo.com
- REGISTRATION FEE:** \$15.00 (includes two luncheons). Cash at time of sign-in
- SIGN-IN TIME:** 0900 on Saturday, 6 October
- DINNER MEALS:** On your own
- LODGING:** On your own (see attached information on Inlet Tower Hotel & Suites)
- UNIFORM:** Minimum Basic Service Uniform (see below) with cold-weather garments as authorized. No civilian attire, no BDUs, no polo shirts and no flight suits
- CAPF 60:** Completed and ready to turn-in (attached)
- HOMEWORK PRIOR TO ARRIVAL:** Read *The Tongue and Quill* pages 4 - 13
- BRING TO CLASS:**
- 1) CAP regulation 20-1, *Organization of Civil Air Patrol*
 - 2) The governing regulation for your favorite mission area (Aerospace Education, Cadet Programs, or Emergency Services)
 - 3) The governing regulation for your favorite support area
 - 4) A smile

Uniforms: CAP regulations require each member to have a 'Minimum Basic Service Uniform' as outlined in CAP Regulation 39-1, paragraph 1-5. It can be either the 'Air Force-style' uniform or a distinctive CAP uniform which is different from the Air Force-styled uniform. If you meet the Air Force weight and grooming standards (adjusted for CAP) then you may wear the Air Force-style uniform. If you do not meet the Air Force weight and grooming standards then your alternative is to wear a 'CAP distinctive' uniform. Here are 2 links to determine if you qualify to wear the Air Force-style uniform:

http://capnhq.custhelp.com/cgi-bin/capnhq.cfg/php/enduser/fattach_get.php?p_sid=icVlcu8k&p_li=&p_accessibility=0&p_redirect=&p_file_id=61&p_tbl=9&p_id=211&p_created=1044027485&p_olh=0

and

http://capnhq.custhelp.com/cgi-bin/capnhq.cfg/php/enduser/fattach_get.php?p_sid=icVlcu8k&p_li=&p_accessibility=0&p_redirect=&p_file_id=60&p_tbl=9&p_id=211&p_created=1044027486&p_olh=0

The Air Force-style Minimum Basic Service Uniform is as follows:

- Male: Short-sleeve, light blue shirt; Dark blue trousers; Blue belt/silver buckle, Blue flight cap; Black shoes and socks. Insignia: CAP nameplate, collar/lapel insignia, embroidered epaulet sleeve and flight cap emblem
- Female: Short-sleeve light blue blouse; Dark blue skirt or slacks; Flight cap; Neutral nylon hose; Black shoes; Black Handbag. Insignia: CAP nameplate, collar/lapel insignia, embroidered epaulet sleeve and flight cap emblem

The CAP Distinctive Basic Uniform:

- Male: Short-sleeve, white aviator shirt; gray trousers; black belt; black shoes and socks. Insignia: CAP nameplate, embroidered epaulet sleeve
- Female: Short-sleeve, white aviator shirt; gray slacks or skirt; plain black shoes. Insignia: CAP nameplate, embroidered epaulet sleeve

NOTES:

1. Uniform clothing may be altered to improve fit. However, alterations must not change the intended appearance of the garment as designed.
2. It is the member's personal responsibility to equip him/her with a proper uniform. Commanders may assist if they have the capability, through use of unit funds and/or donations or by acquiring surplus uniforms.
3. The omission of a specific item or appearance standard does not automatically permit its wear.
4. Please refer to the Alaska Wing Headquarters website (<http://www.akwg.cap.gov/policies.shtml>) to check for authorized changes in uniform configurations published in the form of Wing Policy Letters or Wing Supplements to the CAP uniform regulations.

Places to get uniforms:

Elmendorf Air Force Base (now referred to as Joint Base Elmendorf-Richardson, or JBER {pronounced "jay bear"}) and Eielson Air Force Base *Military Clothing Sales* stores have the Air Force-style uniforms only (shirts, pants, skirts, hats, belts, shoes, etc). Prior coordination with Alaska Wing Headquarters should allow you access to JBER or Eielson AFB for those CAP members without base privileges.

Vanguard (http://www.vanguardmil.com/?main_page=index&cPath=6) has CAP distinctive uniforms and some Air Force-style uniform pieces. Cap rank and other CAP insignias need to be purchased from the Alaska Wing Headquarters or Vanguard online clothing sales. Either will ship directly to your home or business.

OpticsPlanet.Com (www.opticsplanet.com), The Supply Sergeant (www.militaryclothing.com), or PatriotSurplus.com (www.patriotsurplus.com/military-gear-civil-air-patrol) have a wide selection and will ship directly to your home or business.

Military surplus stores are a possible source as well as many other online sources. A Google search for 'flight suit' or 'military clothing' will show several companies offering Air Force-style uniforms and accessories.

Squadrons may have some uniforms available for issue. Contact a squadron supply officer, the squadron Deputy Commander, or your mentor for assistance.

INLET TOWER HOTEL & SUITES <http://www.inlettower.com>

1200 L Street, Anchorage, AK 99501

Local: 907.276.0110

Toll-free: 800.544.0786

CAP members may stay at the Inlet Tower Hotel and Suites for a special government rate. No taxes will be charged if you show your CAP ID and ask for the tax exempt form upon check-in. The hotel offers with the government rate:

- Free airport pick-up and drop-off
- Free shuttle service to downtown
- Free full, hot breakfast in the restaurant
- Free wi-fi
- Room service
- Exercise room
- 'PubHouse' lounge/bar with fine ales on tap
- Excellent view of Cook Inlet and the Alaska Range and the Cugach Mountains
- Super market next door

Government rate: \$89.00

MALE UNIFORM

VARIATIONS ARE NOT SHOWN. FOR DETAILS ABOUT THIS UNIFORM, USE THE UNIFORM MANUAL (CAPM 39-1) FOUND ON "THE NEXT STEP" CD.



CAP Insignia

Cadets and seniors without grade wear centered 1" from edge on both collars.



Name Tag

Blue 3-line for cadets and gray 3-line for senior members. Centered on right breast, resting on but not over, top edge of pocket.



Badges and Ribbons

Specialty badges are worn centered below left pocket flap; aviation badges and specialty insignia are worn 1/2" above ribbons or pocket; ribbons are worn 3 or 4 across, resting on, but not over pocket.



Flight Cap/Hat Device

Senior Member Officers wear flight cap with blue and silver braid, with hat device centered on left side 1 1/2" from edge. Cadets wear flight cap with solid blue braid and cadet flight cap device (see female illustration) centered on left side 1 1/2" from edge.



Grade Insignia

Senior Member Officers wear embroidered gray epaulet. Cadet enlisted members wear metal chevrons centered on collar 1" from edge.



Belt Buckle

Silver tip of belt extends to the wearer's left; no blue fabric should show.



Pants

Front of pant leg should rest on front of shoe; slight break in crease, 7/8" longer on back side; do not blouse.

FEMALE UNIFORM

VARIATIONS ARE NOT SHOWN. FOR DETAILS ABOUT THIS UNIFORM, USE THE UNIFORM MANUAL (CAPM 39-1) FOUND ON "THE NEXT STEP" CD.



Grade Insignia

Senior Member Officers wear embroidered gray epaulet. Cadet enlisted members wear metal chevrons centered on collar 1" from edge.



CAP Insignia

Cadets and seniors without grade wear centered 1" from edge on both collars.



Name Tag

Blue 3-line for cadets and gray 3-line for senior members. Centered on right breast even with or up to 1 1/2" higher or lower than first exposed button, parallel to ground and even with bottom row of ribbons.



Badges and Ribbons

Aviation badges, specialty insignia and specialty badges are worn 1/2" above the ribbons. Ribbons are worn centered on left side, parallel to ground. Align bottom row of ribbons with name tag.



Flight Cap/Hat Device

Senior Member Officers wear flight cap with blue and silver braid, with hat device centered on left side 1 1/2" from edge, (see male illustration). Cadets wear flight cap with solid blue braid and cadet flight cap device centered on left side 1 1/2" from edge.



Belt Buckle

Silver tip of belt extends to the wearer's right; no blue fabric should show.



Pants

Front of pant leg should rest on front of shoe; slight break in crease, 7/8" longer on back side; do not blouse.

SENIOR MEMBER ALTERNATE UNIFORM

VARIATIONS ARE NOT SHOWN. FOR DETAILS ABOUT THIS UNIFORM, USE THE UNIFORM MANUAL (CAPM 39-1) FOUND ON "THE NEXT STEP" CD.



Grade Insignia

Senior members wear embroidered grade insignia.



Name Tag

Gray name tag centered on right side, resting on, but not over, top edge of pocket.



Belt

Any type black belt with conservative buckle.



Pants and Shoes

Any type medium gray dress pants or slacks may be worn with any type plain black shoe.



Skirt

Any type medium gray skirt may be worn. Skirt length will be no longer than bottom of kneecap or shorter than top of kneecap.



Female Floppy Bow

Required with long-sleeve aviator shirt for females. Men must wear AF blue tie with long-sleeved shirt.



Badges and Ribbons

Aviation badges are worn 1/2" above pocket or ribbons if worn; bottom row of ribbons rest on, but not over top of pocket. Only CAP ribbons may be worn.

CAP WEIGHT STANDARDS to wear the USAF-style uniform

HEIGHT	MEN		WOMEN	
	Air Force Standard (Maximum Allowable Weight)	CAP standard (Maximum Allowable Weight)	Air Force Standard (Maximum Allowable Weight)	CAP Standard (Maximum allowable Weight)
4'10"	149	164	132	145
4'11"	151	166	134	147
5'	153	168	136	150
5'1"	155	171	138	152
5'2"	158	174	141	155
5'3"	160	176	142	156
5'4"	164	180	146	161
5'5"	169	186	150	165
5'6"	174	191	155	170
5'7"	179	197	159	175
5'8"	184	202	164	180
5'9"	189	208	168	185
5'10"	194	213	173	190
5'11"	199	219	177	195
6'	205	225	182	200
6'1"	211	232	188	207
6'2"	218	240	194	213
6'3"	224	246	199	219
6'4"	230	253	205	226
6'5"	236	260	210	231
6'6"	242	266	215	237
6'7"	248	273	221	243
6'8"	254	279	226	249

NOTES:

1. Senior members and cadets who are 18 and older must meet CAP weight standards in order to wear the AF-style uniform.
2. A weight allowance of up to 3 pounds for clothing (excluding footwear) is authorized.
3. Height measurements do not include footwear.
4. Round up to the nearest inch.

CAP GROOMING STANDARDS to wear the USAF-style uniform

MALE

Haircut---

Tapered appearance. Hair must not touch the ears or the collar. "Block" style authorized as long as a tapered appearance is maintained.

Tapered
Block


Bangs---

Not below eyebrows and not exposed when headgear is worn.

Mustache---

Must be neatly trimmed. Must not extend downward beyond the lip line of the upper lip or extend sideways beyond a vertical line drawn upward from the corner of the mouth.

Sideburns---

Neatly trimmed, not flared and will end with a clean shaven horizontal line.

Maximum length--

Seniors: not below lowest part of exterior ear opening.

Cadets: Not below the bottom of the ear lobe.

Beards and Goatees---

Forbidden for all members wearing any of the Air Force-style uniforms.

FEMALE


Hair---

Will be neatly arranged and shaped to present a conservative feminine appearance. Hair styles that prevent the proper wearing of the service hat are not appropriate.


Barrettes, ribbons and other ornaments ---

except inconspicuous pins and combs, will not be worn in the hair when the uniform is worn.

Hair in the back may touch, but not fall below, the bottom edge of the collar.

WHAT DO WE MEAN BY COMMUNICATION, ...AND WHY IS IT SO IMPORTANT?

com•mu•ni•ca•tion *n* 1: an act or instance of transmitting information; 2: a verbal or written message; 3: a process by which information is exchanged between individuals through a common system of symbols, signs or behavior.



Communication is defined as the process of sharing ideas, information and messages with others. In the Air Force, most communication involves speaking and writing, but this definition includes nonverbal communication such as body language, graphics, etc.

Any communication can be broken into three parts: the **sender**, the **message** and the **audience**. For communication to be successful, the audience must not only get the message, but must interpret the message in the way the sender intended.

Since communication requires effort, it should always have a purpose. If the purpose isn't clear to the audience, you will have a problem! Most Air Force communication is intended to direct, inform (or educate), persuade or inspire. Often the sender has some combination of these motives in mind.

Chapter 3 describes the process of determining your purpose and audience in detail, but here are a few examples of Air Force communication targeted toward a specific objective:

The headquarters staff (the sender)

writes a new policy on trip report procedures (the message)
and sends a copy to all subordinate units (the audience).

Purpose of this communication: to direct

An aircraft technician (the sender)

reports the results of an aircraft engine inspection (the message)
to his supervisor (the audience).

Purpose of this communication: to inform

A branch chief (the sender)

requests additional funding for new computers (the message)
in a meeting with the division chief (the audience).

Purpose of this communication: to persuade

Most communication outside the Air Force falls in these categories as well. Can you spot the purpose of each of the following sentences?

“You didn’t wash the car like you promised.”

“But Dad! Everyone else is going to the beach. Why can’t I go?”

“Son, I know you’re a fine young man, and fine young men keep their promises.”

“Aw, Dad...”

“Wash the car NOW!”

If you look carefully, you can see the efforts to inform, direct, persuade or inspire in this common conversation.

COMMUNICATION, TEAMWORK AND LEADERSHIP

Communication skills are vitally important in any environment where teamwork is important. Simply put, communication enables us to come together to accomplish things better than we can accomplish as individuals. Communication skills are particularly important for leaders. The ability to communicate a vision and direction, to motivate and inspire others and to persuade our superiors are all essential in bringing people together to achieve a common goal.

The military environment is unique, and much of its uniqueness requires extraordinary communication skills. We operate highly technical equipment in a lethal environment and we are held to very high standards by the country we serve. Miscommunication can cause expensive mistakes, embarrass our organization and in some cases cause accidents or even death.

A CALL TO ARMS...

This book is designed to give you tools and ideas that will help you learn to communicate better ... and to teach others as well.

Both the Air Force and the large culture we live in are drowning in a sea of information. Around-the-clock media coverage, universal electronic mail (e-mail), and the expansion of the Internet and other electronic information sources make it difficult for us to sift out the valuable information we need to accomplish our mission. Now, more than ever, it’s important to communicate with clarity and focus.

The only way to become a better writer and speaker is to work at it—there are no short cuts. The good news is that service in the Air Force will provide plenty of opportunities for you to improve. Your communication skills will become stronger with practice, regardless of your initial ability, and this book is designed to help you on your journey.

“Perseverance is a great element of success. If you only knock long enough and loud enough at the gate, you are sure to wake somebody up.”

— Henry Wadsworth Longfellow

PRINCIPLES OF EFFECTIVE COMMUNICATION

Once you accept that communication is important, it's important to understand what makes communication succeed and what makes it fail. Most mistakes are caused by forgetting one of five principles of good communication. This section addresses these core principles, which we've organized to spell out the acronym FOCUS. It also describes some of the most common mistakes that occur when you miss the mark.

① FOCUSED: ADDRESS THE ISSUE, THE WHOLE ISSUE AND NOTHING BUT THE ISSUE

The first hallmark of good communication is that it is focused—the sender has a clear idea of purpose and objective, locks on target and stays on track.

In staff or academic environment, writing and speaking often attempts to answer a question provided by either a boss or an instructor. In such situations, the principle may also be stated as the following:

Answer the question, the whole question and nothing but the question.

Failure to focus comes in three forms:

fo·cus *n*

1. a state or condition permitting clear perception or understanding; direction; 2. a center of activity, attraction or attention; a point of concentration; directed attention: emphasis.

FOCUS Principles Strong Writing and Speaking:

Focused

Address the issue, the whole issue and nothing but the issue.

Organized

Systematically present your information and ideas.

Clear

Communicate with clarity and make each word count.

Understanding

Understand your audience and its expectations.

Supported

Use logic and support to make your point.

1. Answering the wrong question. This happens when we don't understand the assignment or what the audience really wants. Have you ever written what you thought was an excellent paper, only to be told you answered the wrong question or you missed the point? Have you ever asked someone a question and received a long answer that had nothing to do with what you asked?

2. Answering only part of the question. If a problem or question has multiple parts, sometimes we work out the easiest or most interesting part of the solution and forget the unpleasant remainder.

3. Adding irrelevant information. Here the communicator answers the question, but mixes in information that is interesting but unnecessary. Though the answer is complete, it's hard to understand—it's like finding that needle in the haystack.

Failure to focus can really hurt staff communication. Time and time again our efforts crash and burn because we never carefully read the words or really listen to the speaker for the real message ... for the specific question! Most executive officers will tell you that failing to answer the question is one of the primary reasons staff packages are dumped back into the laps of hapless action officers.

Chapter 3 provides suggestions on how to be clear on your purpose and avoid these problems.

② ORGANIZED: SYSTEMATICALLY PRESENT YOUR INFORMATION AND IDEAS

Good organization means your material is presented in a logical, systematic manner. This helps your audience understand you without reading your words over and over, trying to sort out what you're really trying to say.

When writing or speaking is not well organized, audiences become easily confused or impatient, and may stop reading or listening. Even if you're providing useful, relevant information, your audience may underestimate its value and your own credibility.

Chapter 6 is full of suggestions on how to organize well. Problems with organization are relatively easy to fix, and the payoffs are enormous. In these high-tempo environments, a little effort on your part will save your audience a lot of time and pain.

③ CLEAR: COMMUNICATE WITH CLARITY AND MAKE EACH WORD COUNT

This principle covers two interrelated ideas. First, to communicate clearly, we need to understand the rules of language—how to spell and pronounce words, and how to assemble and punctuate sentences. Second, we should get to the point, not hide our ideas in a jungle of words.

People are quick to judge, and mangled, incorrect language can cripple your credibility and limit acceptance of your ideas. Acceptable English is part of the job, so commit to improving any problems you may have. Developing strong language skills is a lot like developing strong muscles—steady commitment produces steady improvement. Always remember that progress, not perfection, is the goal.

Grammar scares most of us, but the good news is that many common mistakes can be corrected by understanding a few rules. Start by scanning our section on editing sentences, phrases and words on pages 95-101. If you want to dig deeper, then check out some of the books and Internet sites that address grammar and writing—contact your local librarian or our *References* section for some suggestions.

Using language correctly is only half of the battle, though—many Air Force writers and speakers cripple themselves with bureaucratic jargon, big words and lots of passive voice. These bad habits make it hard to understand the message. See Chapter 7 pages 73-88 for some suggested cures to these problems.

④ UNDERSTANDING: UNDERSTAND YOUR AUDIENCE AND ITS EXPECTATIONS

If you want to share an idea with others, it helps to understand their current knowledge, views and level of interest in the topic. If you've been asked to write a report, it helps to understand the expected format and length of the response, the due date, the level of formality and any staffing requirements. It's easy to see how mistakes in understanding your audience can lead to communication problems, and I'm sure you've watched others make this mistake. Check out Chapter 3 for some helpful hints on audience analysis.

⑤ SUPPORTED: USE LOGIC AND SUPPORT TO MAKE YOUR POINT

Most writers and speakers try to inform or persuade their audience. Part of the communicator's challenge is to assemble and organize information to help build his or her case. Support and logic are the tools used to build credibility and trust with our audience.

sup•port *n* information that substantiates a position.
v to furnish evidence for a position.

Nothing cripples a clearly written, properly punctuated paper quicker than a fractured fact or a distorted argument. Avoiding this pitfall is most difficult, even for good writers and speakers. Logic is tough to teach and learn because it challenges the highest levels of human intellect—the ability to think in the abstract. We slip into bad habits at an early age, and it takes effort to break them. Chapter 4 provides practical advice on how to use support and logic to enhance your effectiveness as a speaker and how to avoid common mistakes.

SUMMARY

In this chapter, we defined communication as the process of sharing ideas, information, and messages with others, and described how effective communication enables military personnel to work together. To help writers and speakers stay on target, we introduced five FOCUS principles of effective communication. In the next chapter, we'll describe a systematic approach to help you attain these principles and meet your communication goals.

"Jargon allows us to camouflage intellectual poverty with verbal extravagance."

– David Pratt

PREPARING TO WRITE AND SPEAK: THE FIRST FOUR STEPS

Like many things, good communication requires preparation, and the first four steps lay the groundwork for the drafting process. Though much of this seems like common sense, you'd be surprised at how many people skip the preparation and launch into writing sentences and paragraphs (or speaking "off the cuff"). **DON'T DO IT!** Good speaking or writing is like building a house—you need a good plan and a firm foundation.

SEVEN STEPS FOR EFFECTIVE COMMUNICATION

1. Analyze Purpose and Audience
2. Research Your Topic
3. Support Your Ideas
4. Organize and Outline
5. Draft
6. Edit
7. Fight for Feedback and Get Approval

① ANALYZE PURPOSE AND AUDIENCE

"Where there is no vision, the people perish."
— Proverbs 29:18

Too many writers launch into their project without a clear understanding of their purpose or audience. This is a shame—a few minutes spent on this step can save hours of frustration later, and help determine whether you end up looking like an eagle or a turkey. You're much more likely to hit the target if you know what and who you're aiming at.

Carefully analyzing your purpose helps with FOCUS Principle #1: "Focused—answer the question, the whole question and nothing but the question." In some cases, if you take a hard look at the purpose you might find that a formal paper or briefing might not be needed. You'd be startled at how many briefings, paper documents and electronic messages are processed in a typical day in a MAJCOM or wing. Formal communication takes effort and costs money—make sure you don't unnecessarily add to everybody's workload.

If you take the time to "understand your audience" (FOCUS Principle #4) and think about their current knowledge, interest and motives, you'll be better able to tailor your message so that you'll accomplish your purpose, regardless of what it is. Instructing a hostile audience about changes in medical benefits will be different than inspiring a friendly audience at a Veteran's Day celebration, and writing for the general's signature will be different than writing for the base newspaper. Chapter 3 has lots of helpful suggestions about analyzing purpose and audience.

② RESEARCH YOUR TOPIC

"Truth is generally the best vindication against slander."
— Abraham Lincoln

Remember that FOCUS Principle #5 states good communication should be *supported* with information relevant to your point. Step Two—"Research your topic"—gives you the raw material to build your case.

For many of us, "research" sounds intimidating—it brings back memories of painful school projects and hostile librarians who wouldn't let us sneak coffee into the building. Don't let the idea of research scare you. In the context of the seven-step approach,

research is the process of digging up information that supports your communication goals. Think of it as “doing your homework” to get smart on your communication topic. Chapter 4 is full of helpful advice on how to approach the challenge. For those of you interested in academic research, Appendix 2 has additional information on the topic.

③ SUPPORT YOUR IDEAS

“If you *can’t* dazzle them with brilliance, baffle them with bull.”

– Anonymous

Often our communication goal involves persuasion. In such cases, throwing information at our audiences isn’t enough—we have to assemble and arrange our facts to support our position. Different kinds of information gathered during the research process can be used to form a *logical argument*. A logical argument is not a disagreement or a fight—it’s how we assemble information to make decisions and solve problems.

At the same time we are trying to persuade others, others are trying to persuade us and not all their arguments are airtight. A *logical fallacy* is a weakness or failure in the logic of an argument. Chapter 5 describes logical arguments and several common logical fallacies—allowing you to recognize mistakes in other’s arguments and avoid them in your own.

Building logical arguments are part of everyday life. We build arguments when we decide which new car to buy, who to nominate for a quarterly award or how we should spend our training budget. You’ll find that many of the ideas described in Chapter 5 are part of the way you think, even if you didn’t know the formal terminology.

④ ORGANIZE AND OUTLINE

“Organizing is what you do before you do something, so that when you do it, it’s not all mixed up.”

– Christopher Robin in A.A. Milne’s *Winnie the Pooh*

You know your purpose and audience, you’ve done your homework—it’s time to deliver your message, right? Not so fast! Before starting to write sentences and paragraphs (or deliver your speech), you’ll save time and frustration by organizing your thoughts and developing an outline of how you are going to present your information.

Successful communicators organize their material logically and in a sequence that leads their audience from one point to the next. Audiences often “tune out” a speaker or writer who rambles on without a logical pattern. Poorly organized essays are a common complaint in both civilian and military schools. Save yourself and your audience a lot of pain—read Chapter 6 to learn different patterns and techniques to organize and outline your material.

FOCUS Principle #2 states that good communication should be *organized* so that the audience can efficiently understand your point. You’ve taken the first steps towards accomplishing this principle when you take the time to organize and outline your work before starting to write ... but how you actually draft and edit paragraphs will take you the rest of the way.

DRAFTING AND EDITING: WHEN THE FINGERS HIT THE KEYBOARD

The first four steps are identical for both writing and speaking assignments, but the drafting and editing processes are somewhat different for the two forms of communication. In this section we'll describe the steps from a writing perspective, and Chapters 9 and 10 will describe how the steps are adapted for Air Force speaking.

⑤ DRAFT

"Writing is easy. All you do is stare at a blank sheet of paper until drops of blood form on your forehead."

— Gene Fowler

When we think about the writing process, we immediately think of drafting sentences and paragraphs. If you're uncomfortable with your writing skills, this step usually causes the most anxiety. The good news is that your work on Steps 1-4 will make the drafting process less painful and more efficient.

Once you've completed the preliminaries and are ready to write, there are several practical ways to ensure you connect with your readers.

- First, get to the point quickly—use one or more introductory paragraphs to state your purpose up front. Most Air Force readers don't have the time or patience to read a staff paper written like a mystery novel with a surprise ending.
- Second, organize your paragraphs so the readers know where you're leading them, and use transitions to guide them along.
- Third, make sure your sentences are clear and direct. Cut through the jargon and passive voice, use the right word for the job and don't make them wade through an overgrown jungle of flowery words.
- Finally, summarize your message in a concluding paragraph that connects all the dots and makes the message feel complete.

Chapter 7 is full of practical advice on drafting, and it takes a top-down approach. It begins with preliminaries such as writing tone and formats, transitions to paragraph construction, provides practical tips on writing clear, vigorous sentences, then concludes with advice on overcoming writer's block.

⑥ EDIT

Experienced writers know that editing should be a separate, distinct process from drafting. When you draft, you create something new. When you edit, you shift from creator to critic. This change in roles can be tough, and no one wants to admit that his baby is ugly. Remember that criticism and judgment are inevitable in communication. The better you are at critically evaluating and correcting your own writing, the fewer people will be doing it for you.

There are two important aspects of the editing process—WHAT you are editing for, and HOW to edit efficiently. What to edit for is simple—remember those FOCUS principles from Chapter 1? How to edit is a little more complicated, but we recommend starting with the big picture and working down to details like spelling and punctuation. Ironically, many people do just the opposite; they focus on details first. Some even think that editing is all about the details. Nothing could be farther from the truth. Though details are part of editing, they're only part of the puzzle.

⑦ FIGHT FOR FEEDBACK AND GET APPROVAL

"Wisdom is the reward you get for a lifetime of listening when you'd have preferred to talk."

— Doug Larson

When you've completed the editing process and done what you can to improve your communication, it's time to move outside yourself to get feedback. We are all limited in our ability to criticize our own work, and sometimes an outside opinion can help us see how to improve or strengthen our communication. Your objective is to produce the best possible product; don't let pride of authorship and fear of criticism close your mind to suggestions from other people. Also, what we write or say at work often must be approved by our chain of command through a formal coordination process. Your supervisor needs to see it, the executive officer needs to see it, then the big boss, and so on.... Chapter 9 provides tips on how to give and receive feedback and how to manage the coordination process.

SUMMARY

In this chapter, we summarized a systematic process—**Seven Steps to Effective Communication**—that will help you achieve the five FOCUS principles. These steps will help you improve your writing and speaking products. Each step is described in greater detail in subsequent chapters.

THE BASIC STEPS...

1. Analyze Purpose and Audience
2. Research Your Topic
3. Support Your Ideas
4. Organize and Outline
5. Draft
6. Edit
7. Fight for Feedback and Approval

FOR MORE DETAILS, REFER TO:

- Chapter 3
Chapter 4
Chapter 5
Chapter 6
Chapter 7 (Writing); Chapter 11 (Speaking)
Chapter 8 (Writing); Chapter 11 (Speaking)
Chapter 9

29 MAY 2000

Organization and Mission – General

ORGANIZATION OF CIVIL AIR PATROL

This regulation establishes the organization structure of Civil Air Patrol (CAP) and position descriptions at all levels. It applies to all CAP units. **Note: Shaded areas identify new or revised material.**

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PART I—ORGANIZATION OF CIVIL AIR PATROL

Section A—General

1. Civil Air Patrol, A Corporation. Civil Air Patrol (CAP) was established 1 December 1941 and is a private, nonprofit corporation of a benevolent character, incorporated by the United States Congress on 1 July 1946 (36 USC 40301-40307). It functions in accordance with its Constitution and Bylaws, regulations, and other directives approved by the National Board and National Executive Committee (NEC) and issued by the Executive Director.

2. Objects and Purposes. The objects and purposes of CAP, as contained in Article VI of its Constitution, are to:

- a. Provide an organization to encourage and aid American citizens in the contribution of their efforts, services, and resources in the development of aviation and in the maintenance of aerospace supremacy.
- b. Encourage and develop by example the voluntary contribution of private citizens to the public welfare.
- c. Provide aviation and aerospace education and training especially to its senior and cadet members.
- d. Encourage and foster civil aviation in local communities.
- e. Provide an organization of private citizens with adequate facilities to assist in meeting local and national emergencies.

3. Organizational Structure. Civil Air Patrol's organizational structure at all levels follows the basic organizational concepts in this regulation. However, there may be situations where wings/units need to realign organizational elements to fit unique mission requirements. In these cases region commanders may approve deviations to improve efficiency.

a. Position descriptions at all echelons (region, wing, group, and squadron) are so similar that the same position description applies to all levels, unless otherwise indicated. Short, telegraphic sentences in the position descriptions give a broad picture of the duties of each position. The tasks listed are described in detail in other CAP directives. All phases of each functional area have been covered in each position description even though some units may not have a need for every task. Local units are authorized and encouraged to develop more detailed position descriptions to fit individual unit situations.

b. Each unit commander should develop and post an organizational chart at headquarters, depicting the name and grade of the incumbent of each position and the specific duties of each so unit personnel know their responsibilities and their chain of command. In smaller units, it may be necessary that more than one position be filled by the same member; however, someone should be responsible for each task outlined in the position description so the entire unit is aware of who is responsible for which duties.

4. CAP, is an Auxiliary of the U.S. Air Force. In 1943 CAP began as an auxiliary of the Army Air Corps and later continued with the Army Air Force. The Congress codified that status declaring CAP as the official Auxiliary of the newly created United States Air Force on 26 May 1948 by a law frequently referred to as the CAP Supply Bill (10 USC 9441). CAP and its members are an instrumentality of the United States for the purpose of civil liability while performing authorized missions for the U.S. Air Force (P.L. 96-342, 8 September 1980, amending 10 USC 9441).

Section B—Corporate Organization at National Level

5. National Organization. This section describes the corporate organization of CAP at the National level. The overall organization of CAP, the CAP National Headquarters and Liaison Structure as well as the Civil Air Patrol-United States Air Force (CAP-USAF) structure is depicted in figure 1.

6. The National Board. The National Board is the governing body of CAP. The National Board consists of the:

- a. National Commander
- b. Senior Air Force Advisor (CAP-USAF/CC)
- c. National Vice Commander
- d. National Chief of Staff
- e. National Legal Officer
- f. National Finance Officer
- g. National Controller
- h. Region Commanders
- i. Wing Commanders

7. The National Executive Committee. When the National Board is not in session, the NEC is vested with all the powers of the National Board except amending the Constitution and Bylaws and electing the National Commander and National Vice Commander. The NEC consists of all members of the National Board except the wing commanders.

8. The National Headquarters.

a. The National Headquarters consists of the Executive Director, his/her staff, and the CAP-USAF Commander and his/her staff. See figure 2 for organization.

b. The Executive Director is hired by the CAP Corporation to administer the day-to-day activities of Civil Air Patrol and issue rules, regulations, and other directives in accordance with the resolutions of the National Board and the NEC. He/she is also responsible for all employment and management decisions associated with the paid, professional staff employed to assist him in discharging these responsibilities. In this office he/she acts as the chief executive officer of CAP.

c. The Commander, CAP-USAF, commands all civil service and active duty members of the U.S. Air Force who are assigned to CAP-USAF (including USAF personnel at the region liaison offices) to provide advice, liaison and oversight to Civil Air Patrol. See figure 3 for CAP-USAF organization.

9. National Committees. National committees are appointed by and function under the direction of the National Commander. These committees are advisory in nature and have no command or directive authority.

Section C—The Civil Air Patrol-United States Air Force Liaison Organization.

10. Authority. Congress enacted Public Law 557, 80th Congress (10 USC 9441) authorizing the Secretary of the Air Force to establish, maintain, supply and equip liaison officers of the Air Force at the National, state and territorial headquarters, and at no more than eight region headquarters of the CAP, and to detail and assign military and civilian personnel of the Air Force to such offices.

11. The Liaison Structure:

a. At the National level the Air Force liaison office is known as Headquarters, Civil Air Patrol-United States Air Force (HQ CAP-USAF). In the chain of command, HQ CAP-USAF is responsible to the Commander, Air University, who is responsible to Headquarters, Air Education and Training Command.

b. At the region level the Air Force liaison office is known as the CAP-USAF Liaison Region (CAP-USAF LR). This office provides advice and assistance to the CAP region commander and staff. In the chain of command, this office is responsible to the Commander, CAP-USAF.

c. At the wing level the liaison office is known as the CAP Liaison Office (CAP LO). This office provides advice and assistance to the CAP wing commander and staff and acts as Air Force oversight. These individuals are Air Force retirees, screened by the Air Force, but hired by the Corporation to serve in this capacity. Although they are corporate employees, working for the Executive Director, they have an oversight responsibility for the Air Force and work very closely with the CAP wing commander to determine necessary taskings.

Section D—Command Responsibilities

12. Chain of Command. CAP commanders operate through the following chain of command in the order shown below and illustrated in figure 4.

- a. National Commander
- b. Region Commander
- c. Wing Commander
- d. Group Commander
- e. Squadron Commander
- f. Flight Commander

13. Commander Appointments and Command Authority. The National Board elects the National Commander and National Vice Commander. Remaining commanders are appointed as outlined below.

a. Region commanders are appointed by the National Commander and have command authority over all CAP units and members within their respective regions. As members of the NEC, they are the senior corporate officers for their regions and exercise authority as such.

b. Wing commanders are appointed by the region commanders and have command authority over all CAP units, and members within their respective wings. When it is necessary to appoint a new wing commander, the region commander will first consult with the National Commander and then notify National Headquarters/DP so the appointment can be announced in published personnel actions. The region commander is also responsible for notifying the wing commanders concerned (both the new commander and the commander being replaced).

c. The wing commander appoints group, squadron, and flight commanders. Wing commanders may delegate to group commanders the authority to appoint squadron and flight commanders.

d. Chaplains are not eligible for appointment as commanders.

14. Discharge of Responsibilities:

a. Unit commanders are responsible for compliance with all directives from higher headquarters. They are authorized a staff to assist in the accomplishment of the various assigned tasks and should delegate appropriate authority to staff members in discharging the unit's mission. Commanders retain full responsibility for the actions of their staff.

b. Commanders must ensure that all members of their staff understand the chain of command, that is, who they report to and who reports to them. Individuals should have only one supervisor.

15. Command Authority during Temporary Absence of Commanders. During the temporary absence of a commander, the vice/deputy commander or the chief of staff, in that order, will act as temporary commander.

Section E—Corporate Field Organization

16. Regions. The United States is divided geographically into areas known as regions. Their composite boundaries include all the CAP wings. These regions are not constituted as separate legal entities. Each region is known by the geographical locale of the United States it encompasses. The CAP regions and the wings that comprise them are depicted in figure 5.

17. Wings. There are 52 wings in CAP, one for each state, the District of Columbia (which embraces the Washington, D.C. area), and Puerto Rico. A wing is comprised of the wing headquarters and all units within its geographical boundaries unless otherwise prescribed.

18. Groups. Wing commanders may form groups when the wing geographical area or the number of units in the wing is too large to permit the wing commander to exercise effective supervision directly over squadrons and

flights. A group will not be formed unless a minimum of five squadrons is placed under its control or unless extenuating circumstances, such as long distances, prevail. The need for groups will be at the discretion of the wing commander. Wing commanders will deactivate or redesignate existing groups that do not meet the above criteria. Both National and region headquarters will be notified of any change in group structures.

19. Squadrons. The squadron is the community-level organization of CAP. Wing commanders may activate squadrons whenever there is a minimum of 15 members of the unit, three of whom must be senior members. Whenever the membership drops below these minimums, the wing commander will deactivate the squadron or redesignate it as a flight. The designation of each squadron will indicate whether it is a:

a. Senior Squadron. Comprised entirely of senior members.

b. Cadet Squadron. Comprised primarily of cadets with a minimum of three senior members to meet supervisory, administrative, and training requirements in the conduct of cadet programs.

c. Composite Squadron. Comprised of both senior and cadet members, conducting both senior and cadet programs.

20. Flights. The flight is the smallest CAP membership unit authorized and must contain a minimum of eight members, three of whom must be seniors. Flights should be organized only in sparsely populated areas where there are an insufficient number of individuals to constitute a squadron.

a. A flight may be assigned either to a squadron, group, or wing at the discretion of the wing commander concerned.

b. If the membership drops below the minimum membership required, the flight will be deactivated. If

the membership increases to the minimum required for a squadron, the wing commander will redesignate the flight as a squadron.

c. Flights will use organizational charts established for a squadron of less than 50 senior members as a guide in establishing the unit.

Section F—Organization and Manning of CAP Units

CAPR 20-3 sets forth the procedures for activating, deactivating, and redesignating CAP units.

21. Field Organization:

a. Headquarters organizational structures for each level of command throughout CAP are depicted in part II. This basic organizational structure has been determined to be the most workable structure for all CAP units, and deviations are not authorized, except to expand particular staff elements as required to accomplish the unit's mission.

b. Each unit commander should develop and post a unit organizational chart indicating the name and grade of the member filling each position. In smaller units, one person may fill more than one position; however, someone should be responsible for each task outlined in each position description so the entire unit is aware of who is responsible for which duties.

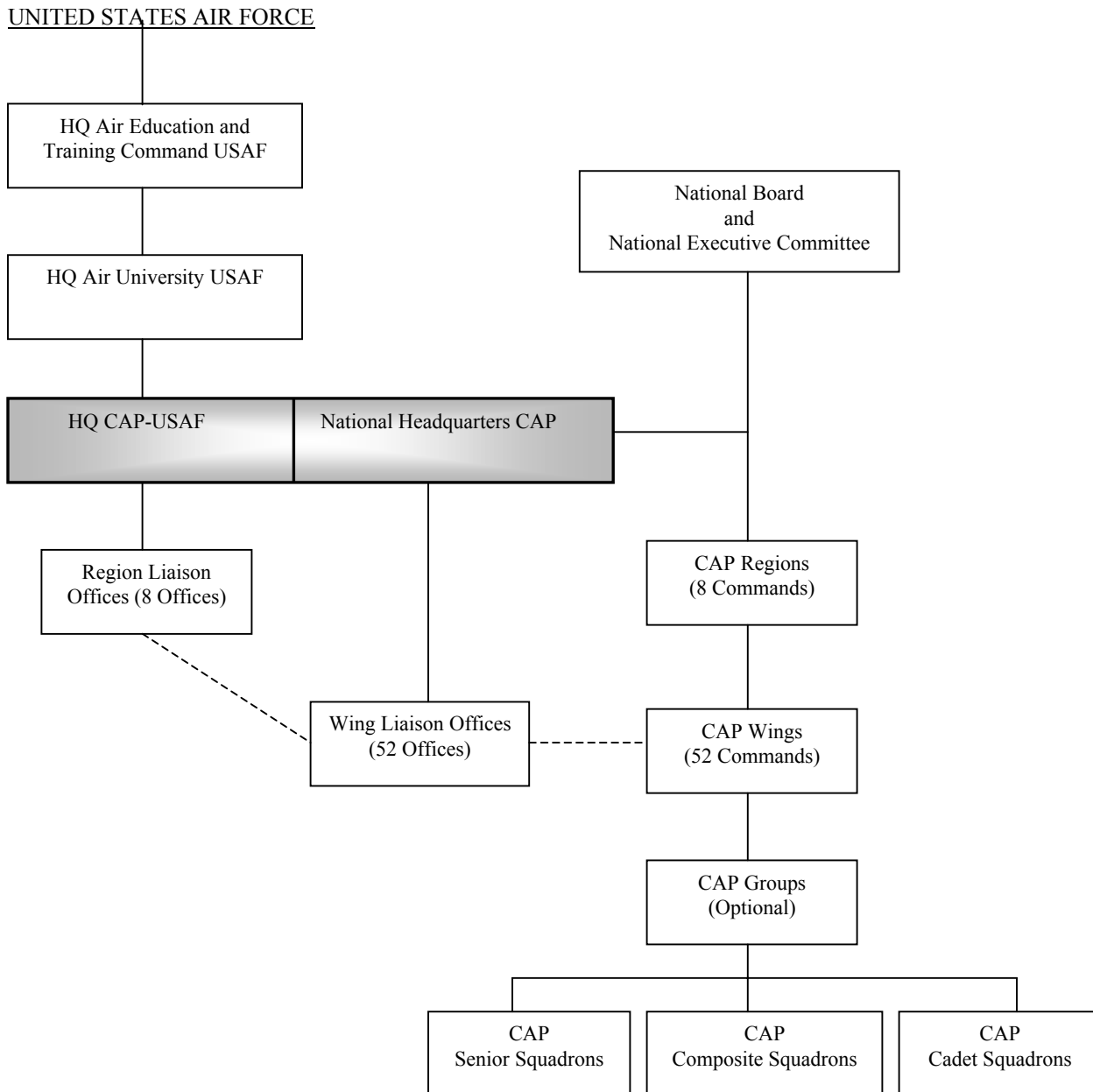
22. Commander Grade Allocations:

<u>Position</u>	<u>Grade—Not to Exceed*</u>
Region Commander	Colonel
Region Vice Commander	Colonel
Wing Commander	Colonel
Group Commander	Lt Col
Squadron Commander	Lt Col

*Unless higher grade earned when holding previous position.

SUMMARY OF CHANGES

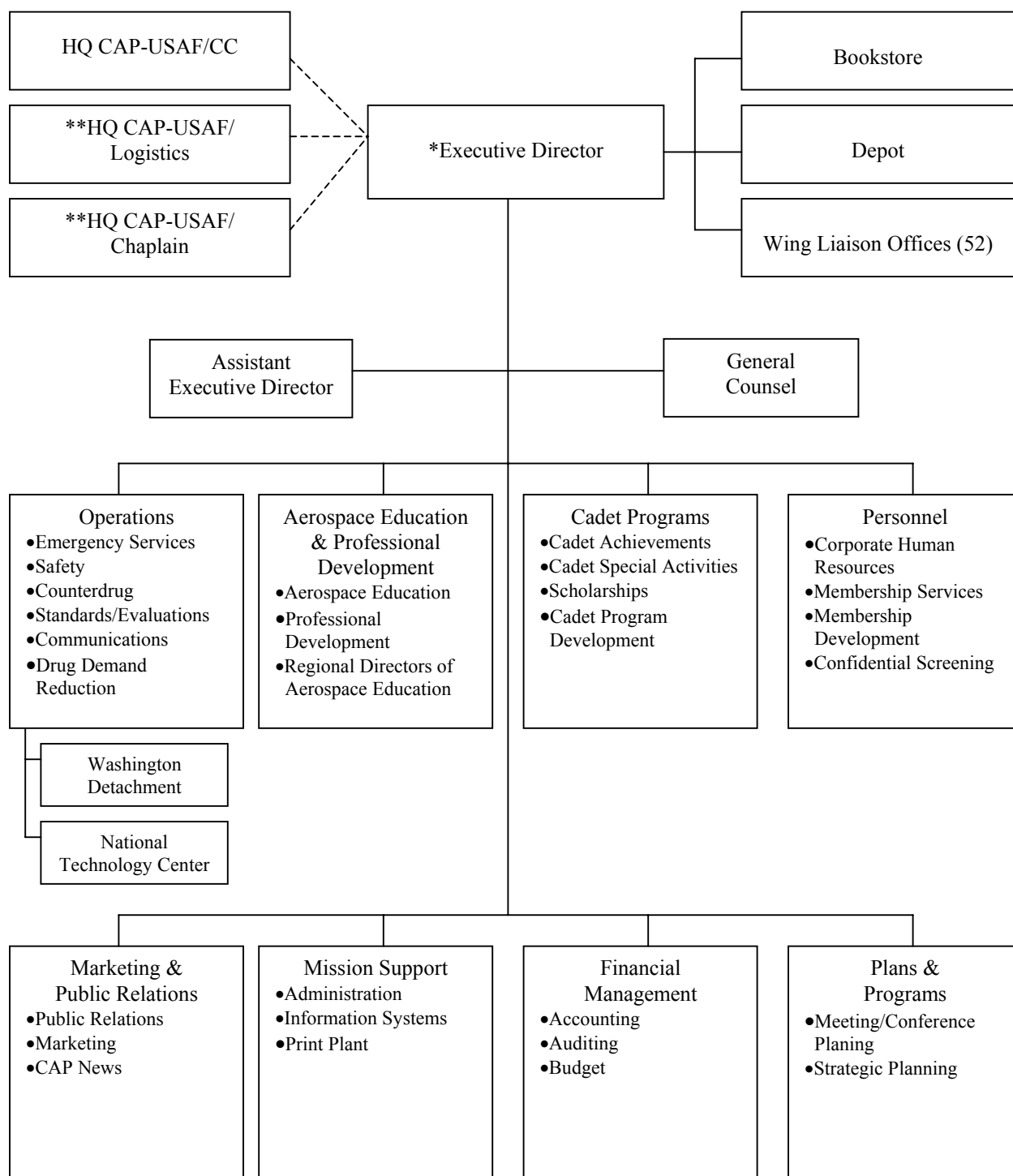
This revision is a general update that includes the changes in the organization of CAP-USAF and Civil Air Patrol due to the reorganization, and updates the duties and responsibilities of each position description.

Figure 1–Civil Air Patrol Organizational Chart

NOTE: Air Force personnel operate the organization on the left, Civil Air Patrol volunteers operate the organization on the right. A paid, professional staff runs the National Headquarters. Two Air Force directorates perform in a dual capacity.

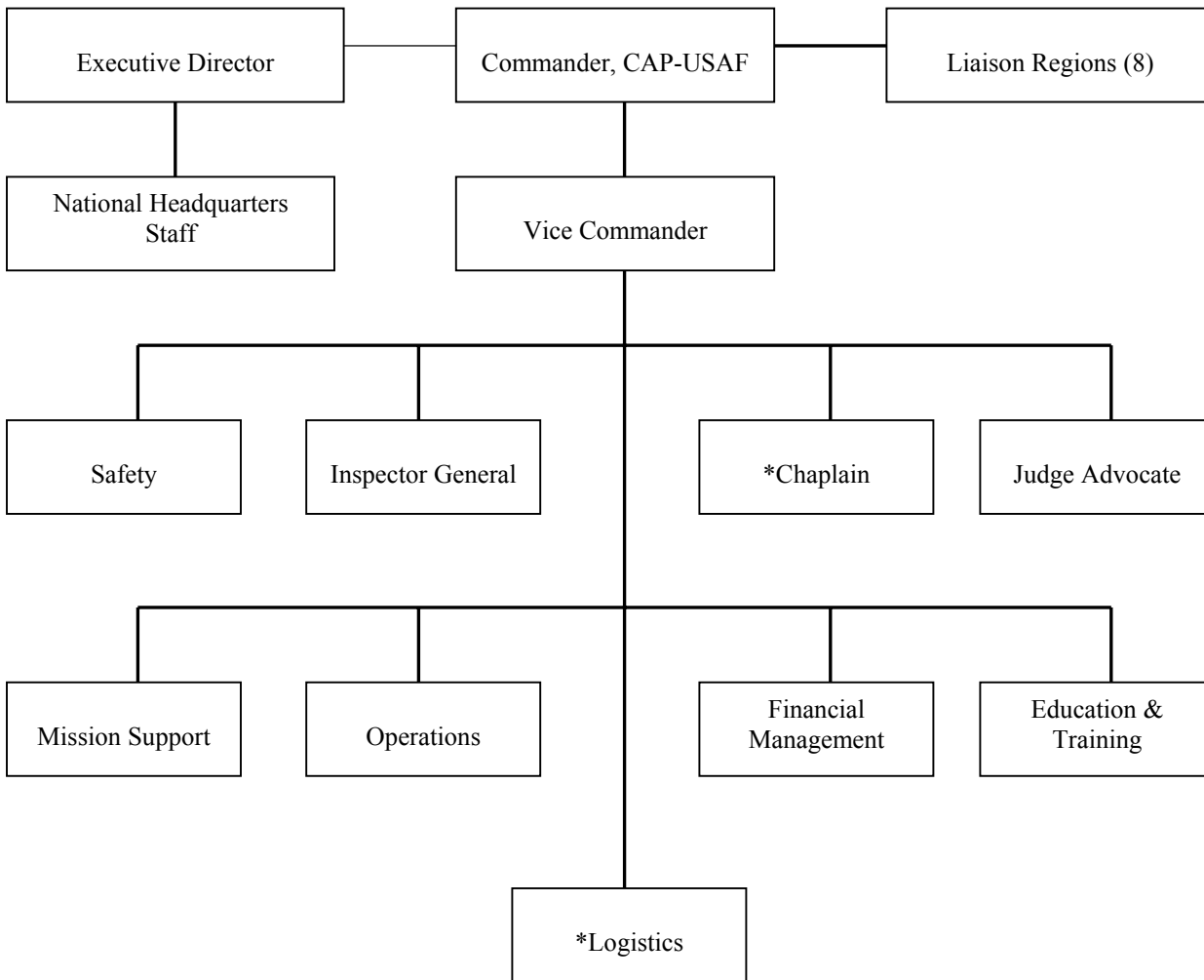
*CAP
Flights

*Flights may be assigned to squadrons, groups, or wings.

Figure 2–CAP National Headquarters Organizational Chart

*The Executive Director is hired by the NB/NEC to operate the headquarters.

**The Logistics and Chaplain directorates are dual hatted and also act as the Logistics and Chaplain directorates for CAP-USAF.

Figure 3—Headquarters CAP-USAF Organizational Chart

*The Logistics and Chaplain divisions are dual hatted and also act as the Logistics and Chaplain directorates for National Headquarters CAP.

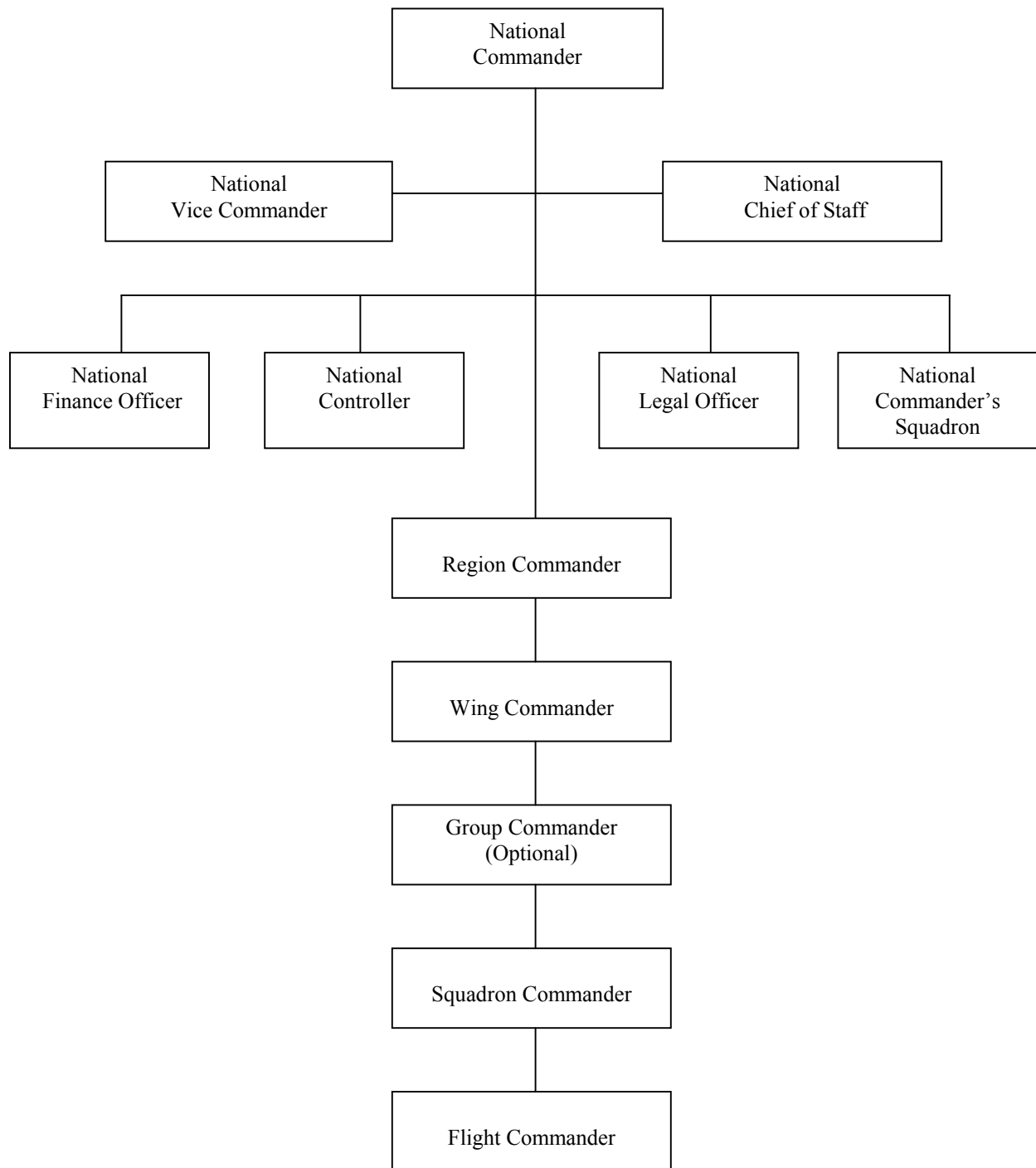
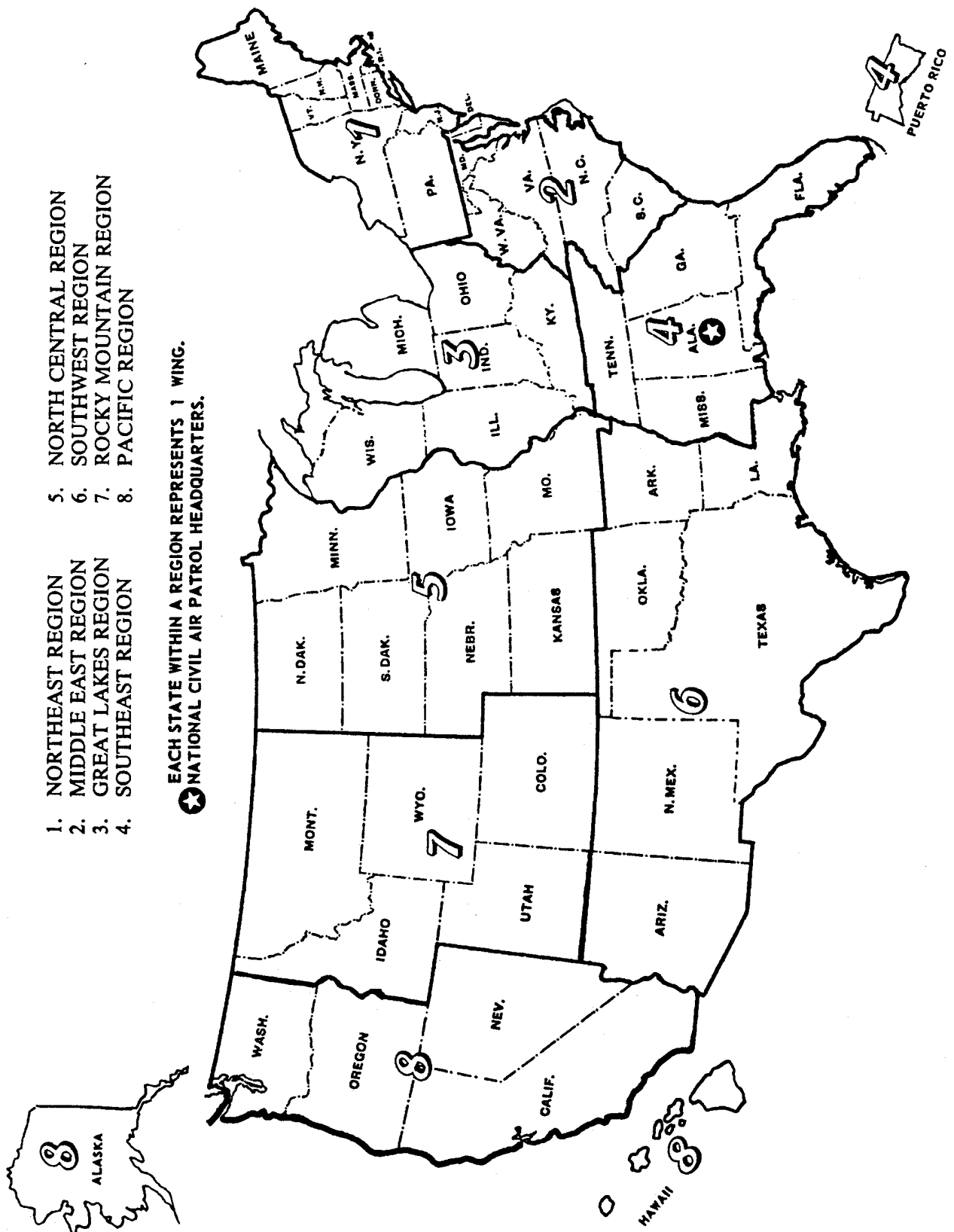
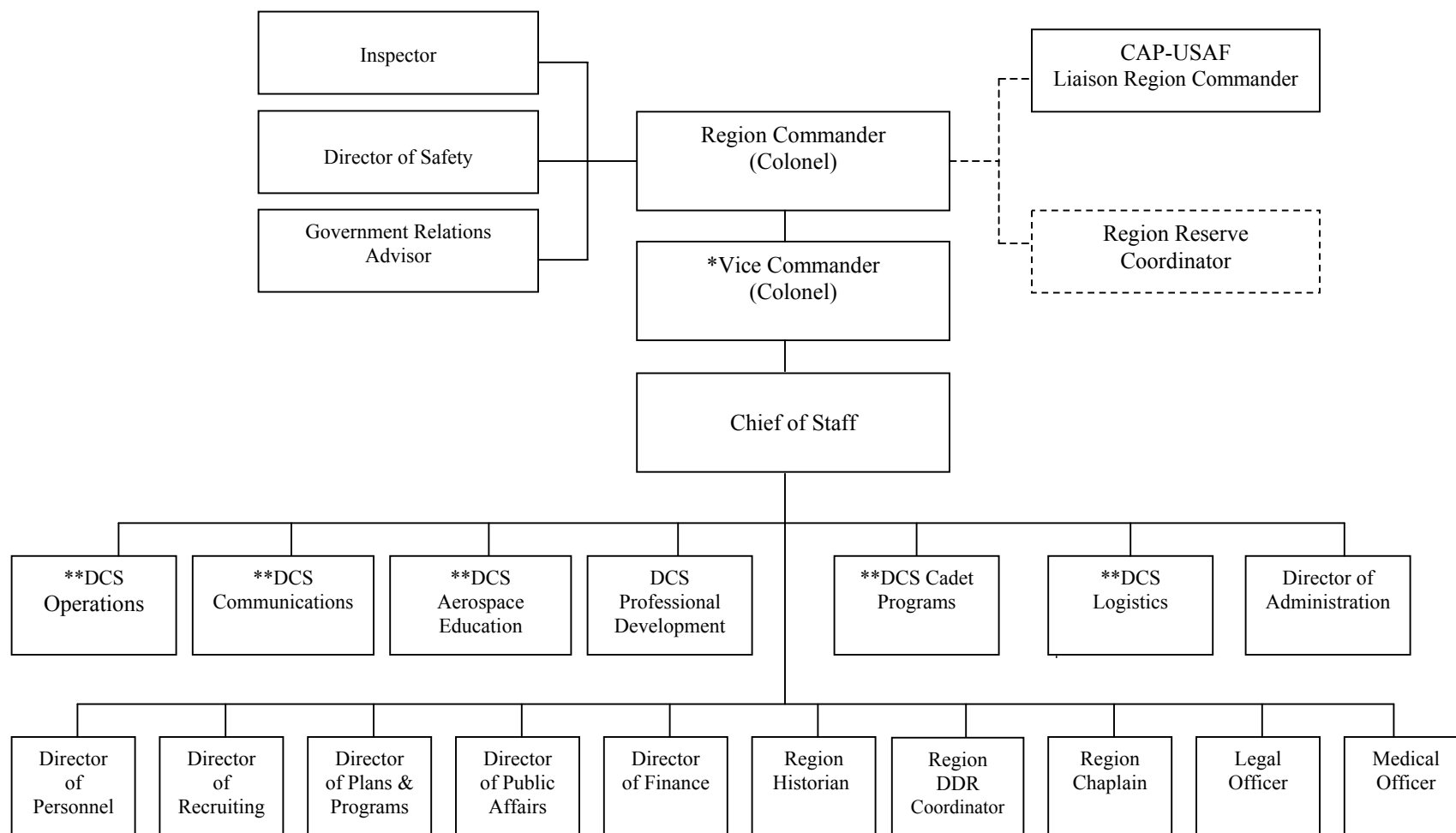
Figure 4–CAP Chain of Command

Figure 5—CAP Regions and Wings



PART II—ORGANIZATIONAL CHARTS FOR ALL LEVELS OF CAP HEADQUARTERS

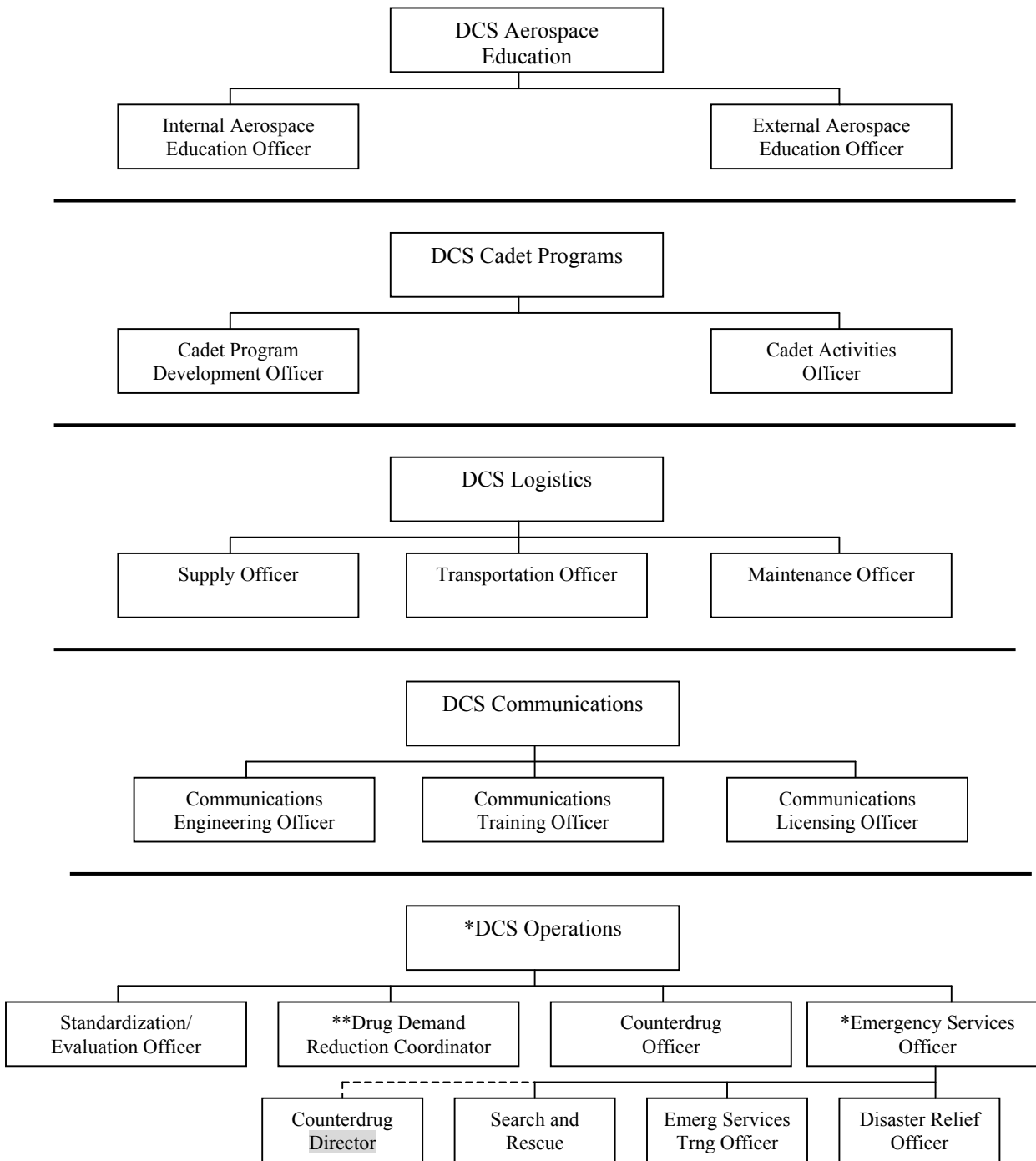
Figure 6—Region Headquarters Organizational Chart



*Two region Vice Commanders are authorized.

**The above staff officers may find it desirable to delegate certain responsibilities to subordinate personnel. If any of these functions are expanded, the organizational charts on the following pages are recommended.

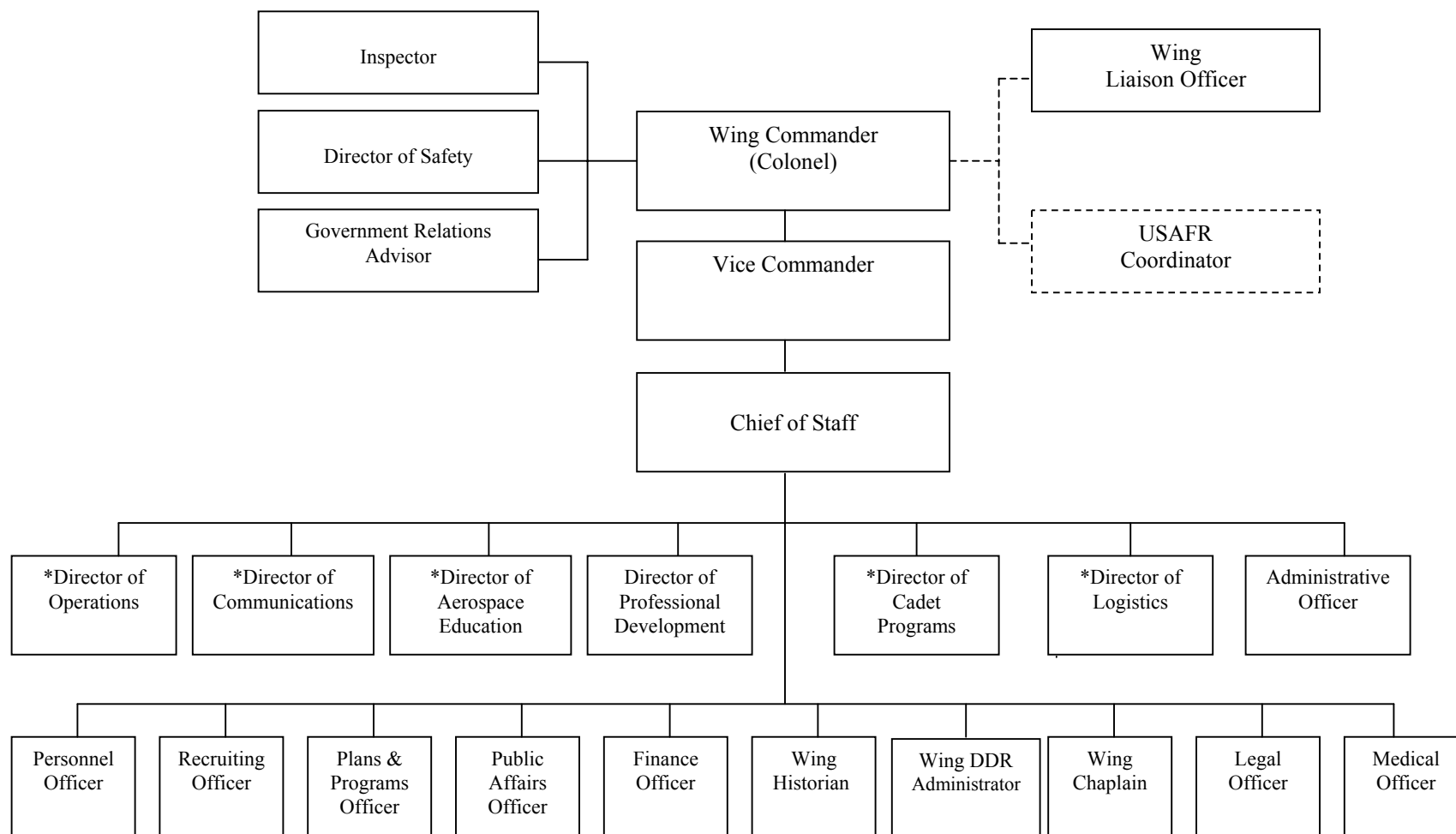
NOTE: The Operations and the Emergency Services functions may be separated at the option of the region commander.

Figure 7–Region Level

*Operations and Emergency Services may be organized as separate functions at the option of the region commander.

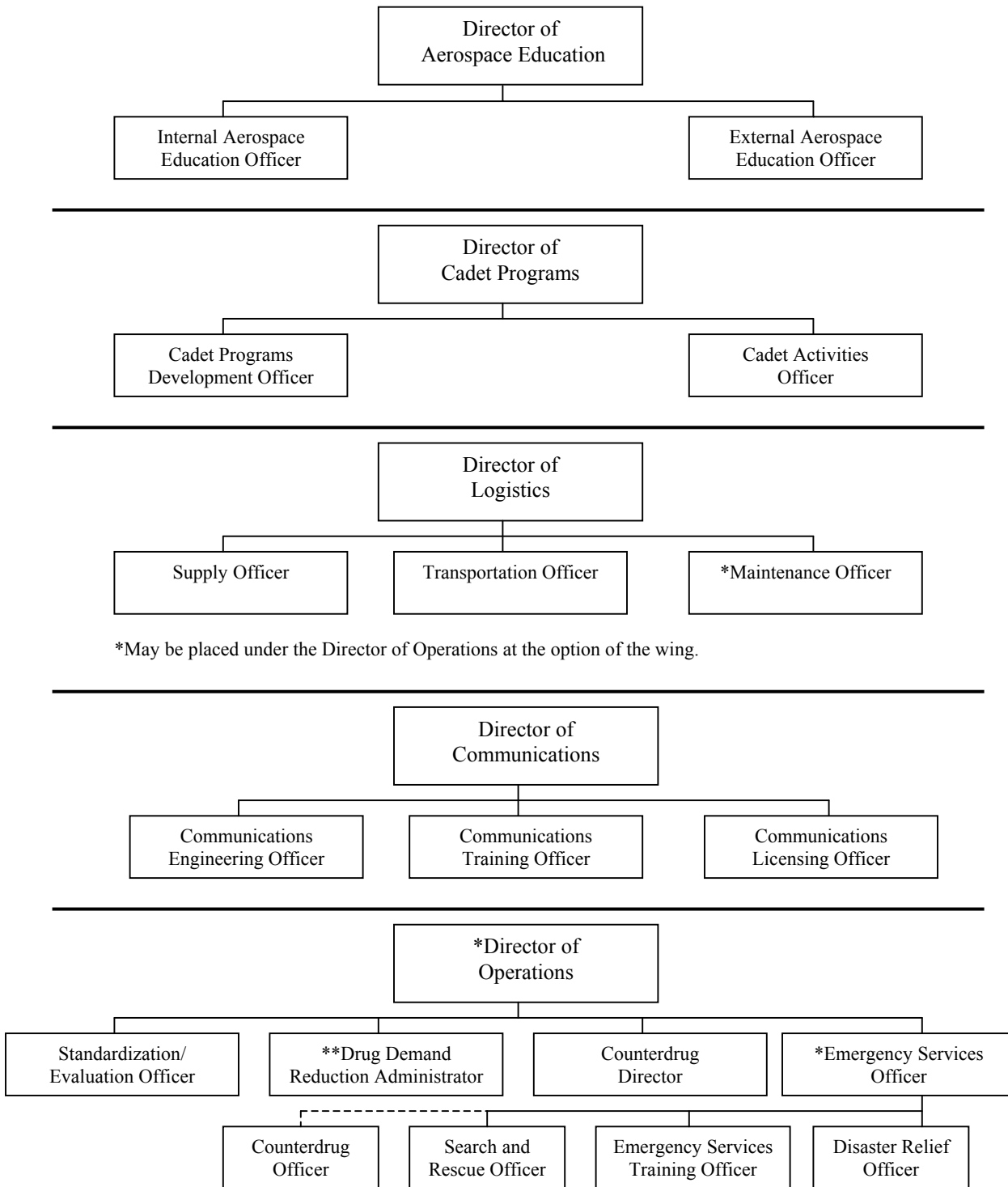
**Drug Demand Reduction may also be organized under Cadet Programs since they must work hand-in-hand.

NOTE: Counterdrug may be organized under either Operations or Emergency Services.

Figure 8–Wing Headquarters Organizational Chart

*The above staff officers may find it desirable to delegate certain responsibilities to subordinate personnel. If any of these functions are expanded the organizational charts on the following pages are recommended.

NOTE: The Operations and the Emergency Services functions may be separated at the option of the wing commander.

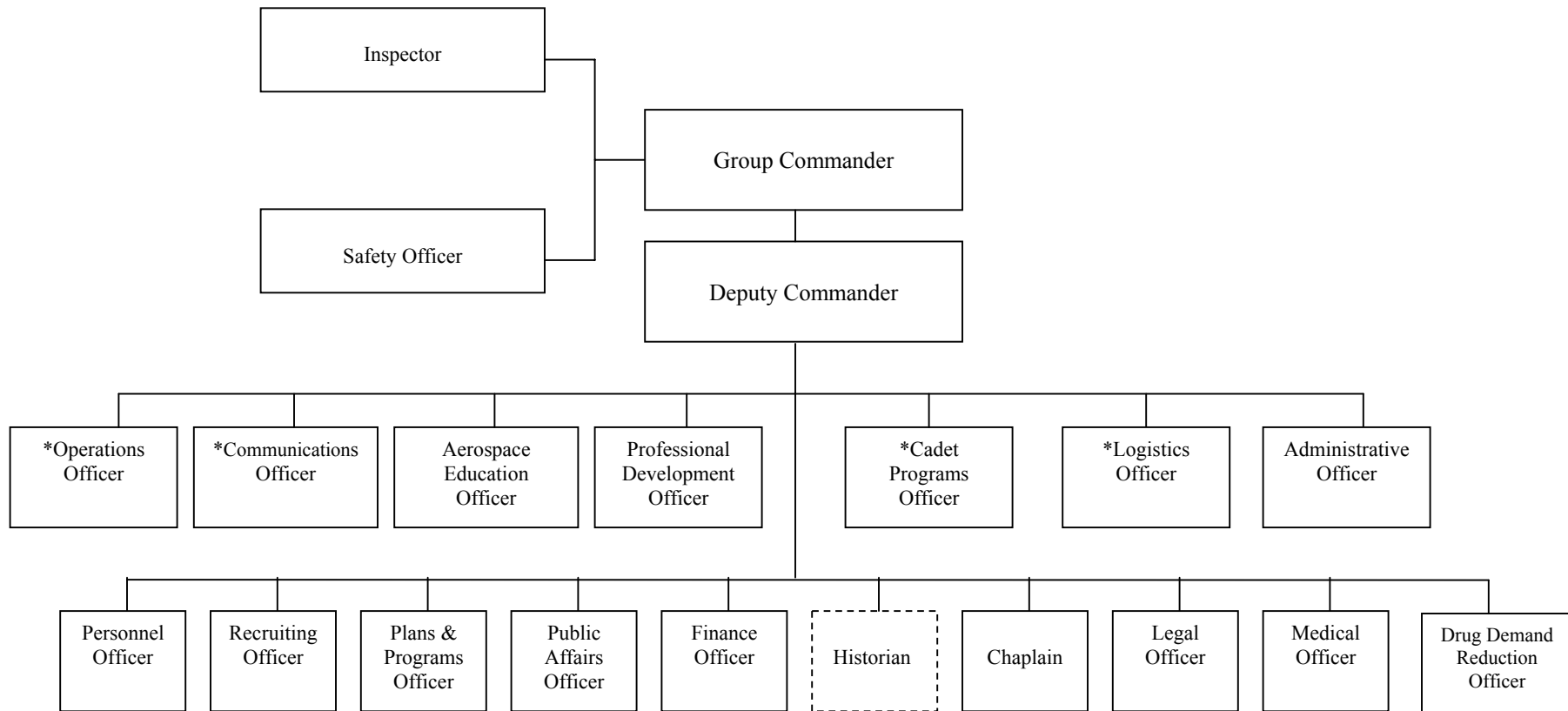
Figure 9–Wing Level

*Operations and Emergency Services may be organized as separate functions at the option of the wing commander.

**Drug Demand Reduction may also be organized under Cadet Programs at the option of the wing commander.

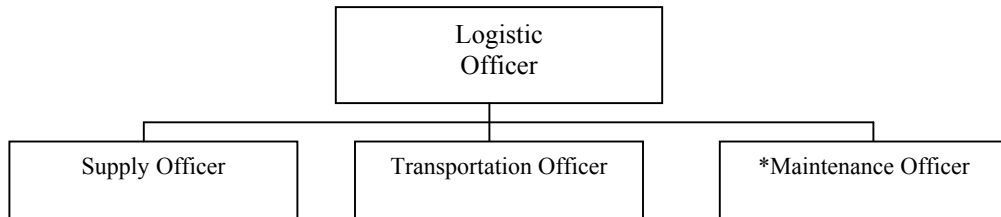
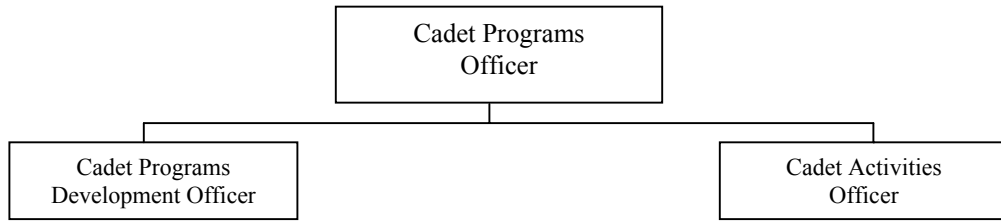
NOTE: Counterdrug may be organized under either Operations or Emergency Services.

Figure 10–Group Headquarters Organizational Chart

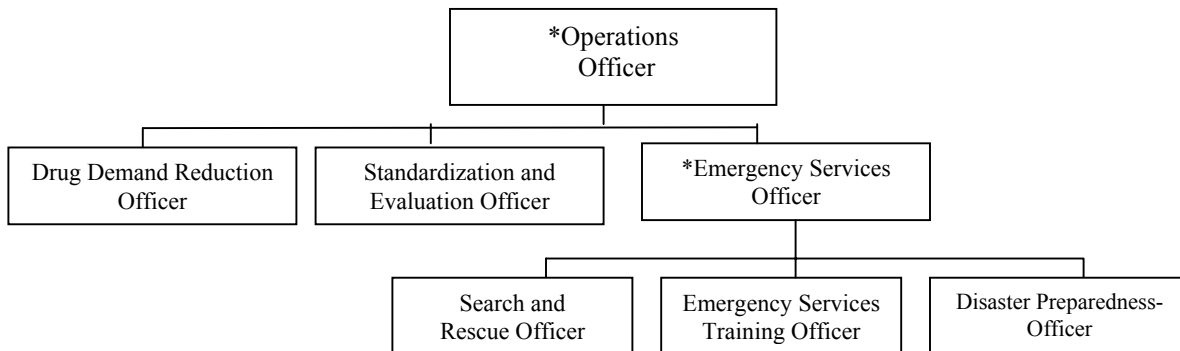
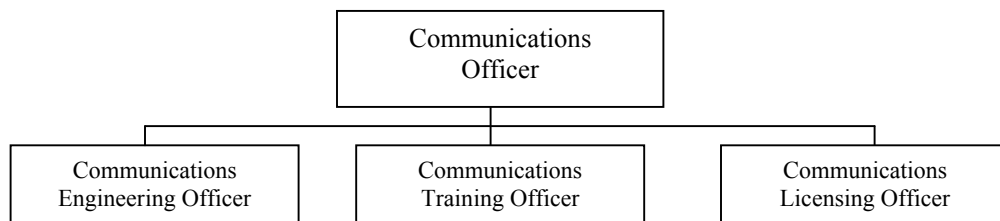


*The above staff officers may find it desirable to delegate certain responsibilities to subordinate personnel. If any of these functions are expanded, the organizational charts on the following pages are recommended.

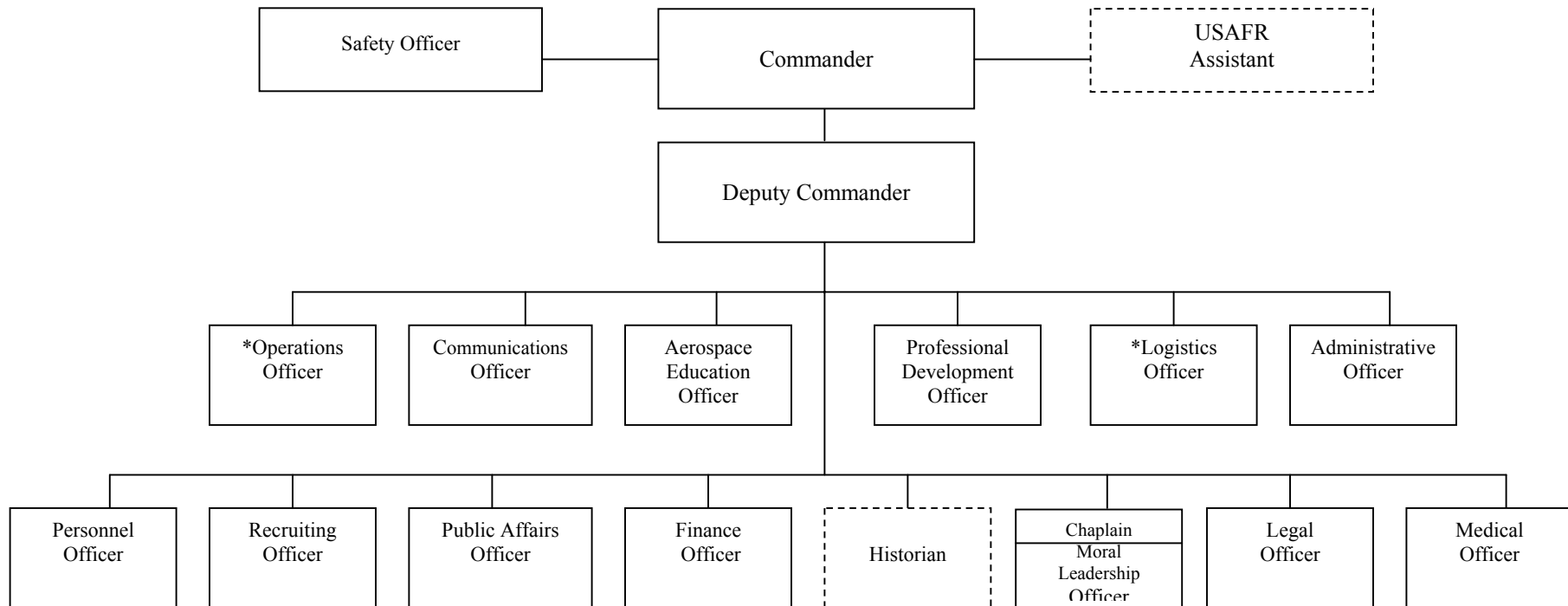
NOTE: The Operations and the Emergency Services functions may be separated at the option of the group commander.

Figure 11–Group Level

*May be placed under the Director of Operations at the option of the group commander.

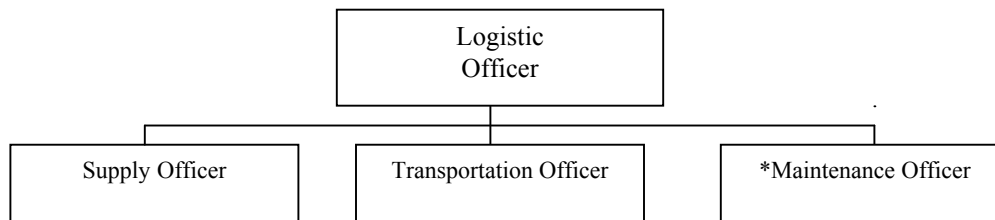


*These functions may be separated at the option of the group commander.

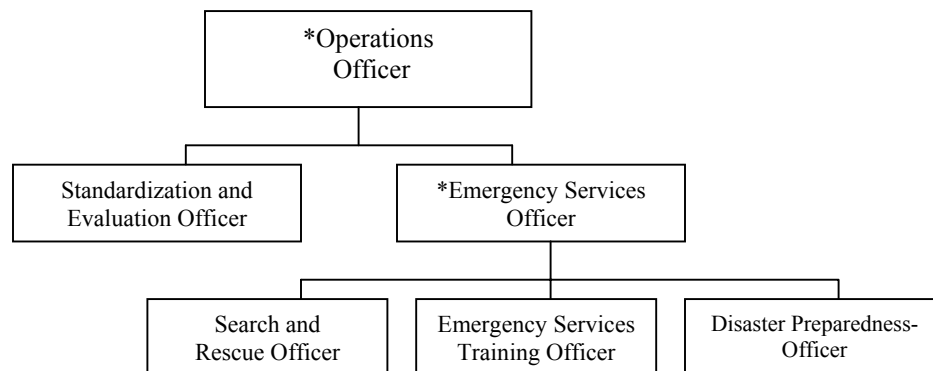
Figure 12–Senior Squadron Organizational Chart (Strength Over 50 Senior Members)

*The above staff officers may find it desirable to delegate certain responsibilities to subordinate personnel. If any of these functions are expanded, the organizational charts on the following pages are recommended.

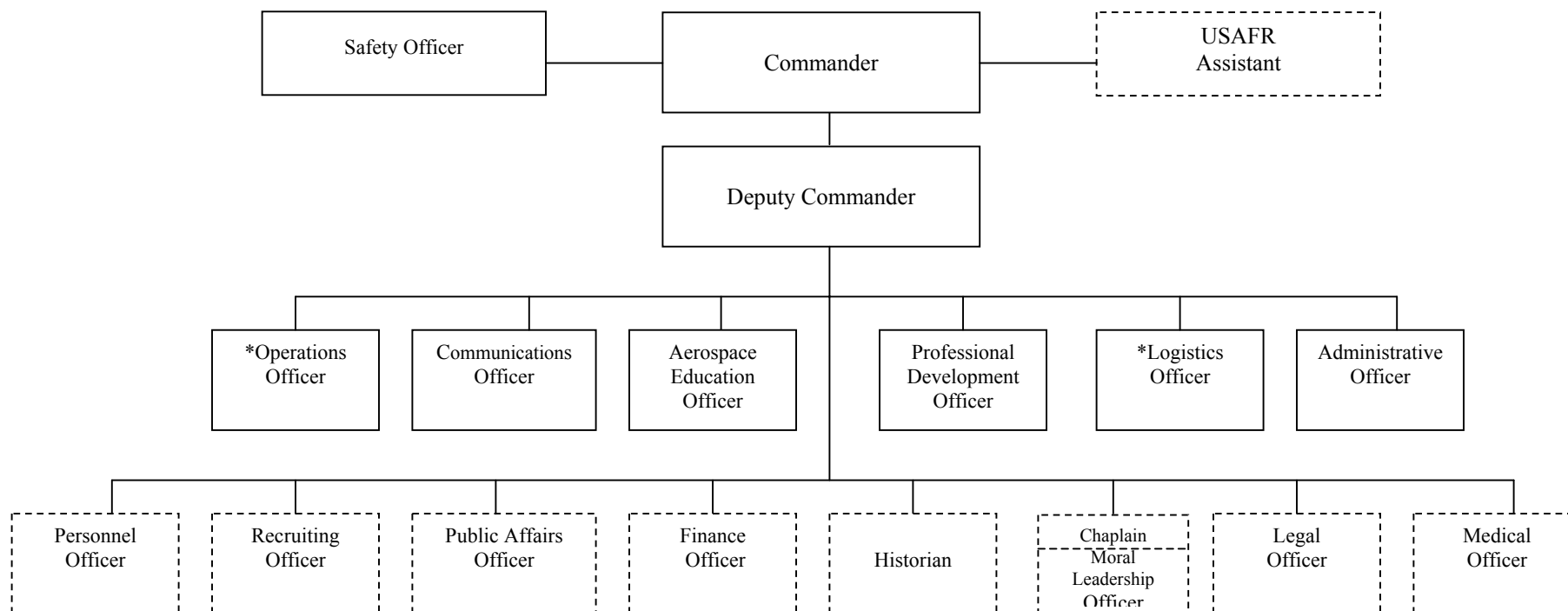
NOTE: The Operations and the Emergency Services functions may be separated at the option of the group commander.

Figure 13—Squadron Level (Strength Over 50 Senior Members)

*May be placed under the Operations Officer at the option of the squadron commander.

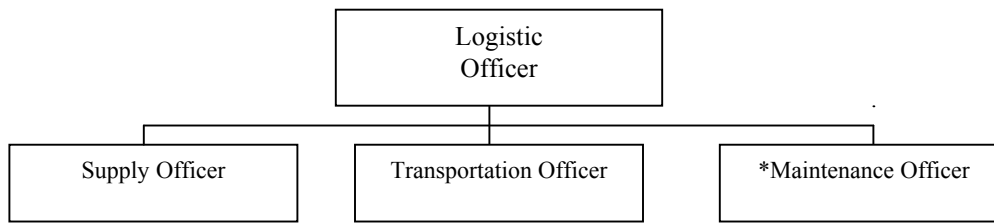


*These functions may be separated at the option of the squadron commander.

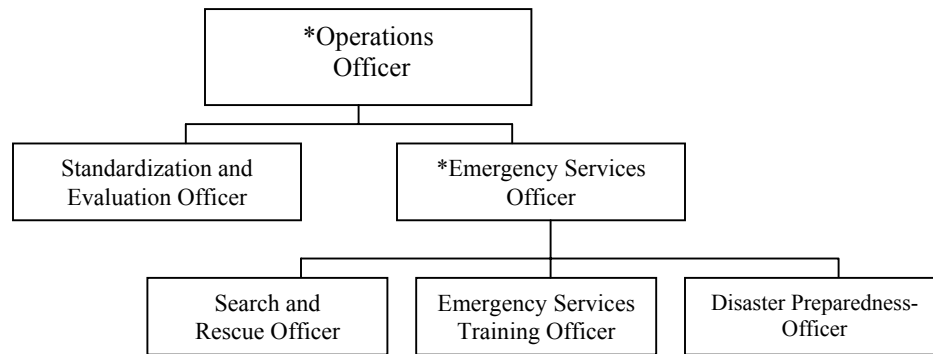
Figure 14—Senior Squadron Organizational Chart (Strength Less Than 50 Senior Members)

*The above staff officers may find it desirable to delegate certain responsibilities to subordinate personnel. If any of these functions are expanded, the organizational charts on the following pages are recommended.

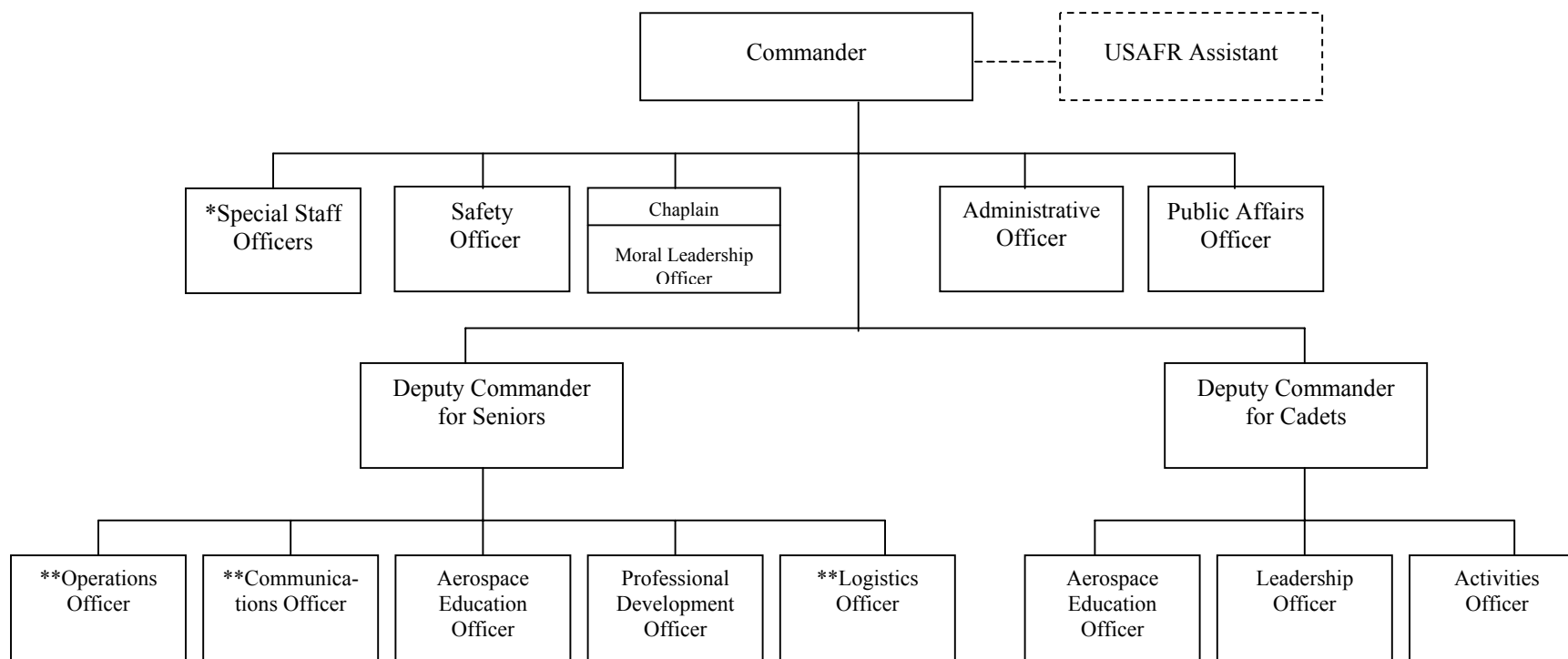
NOTE: The Operations and the Emergency Services functions may be separated at the option of the squadron commander.

Figure 15—Squadron Level (Composite Squadron w/less than 50 Senior Members)

*May be placed under the Operations Officer at the option of the squadron commander.



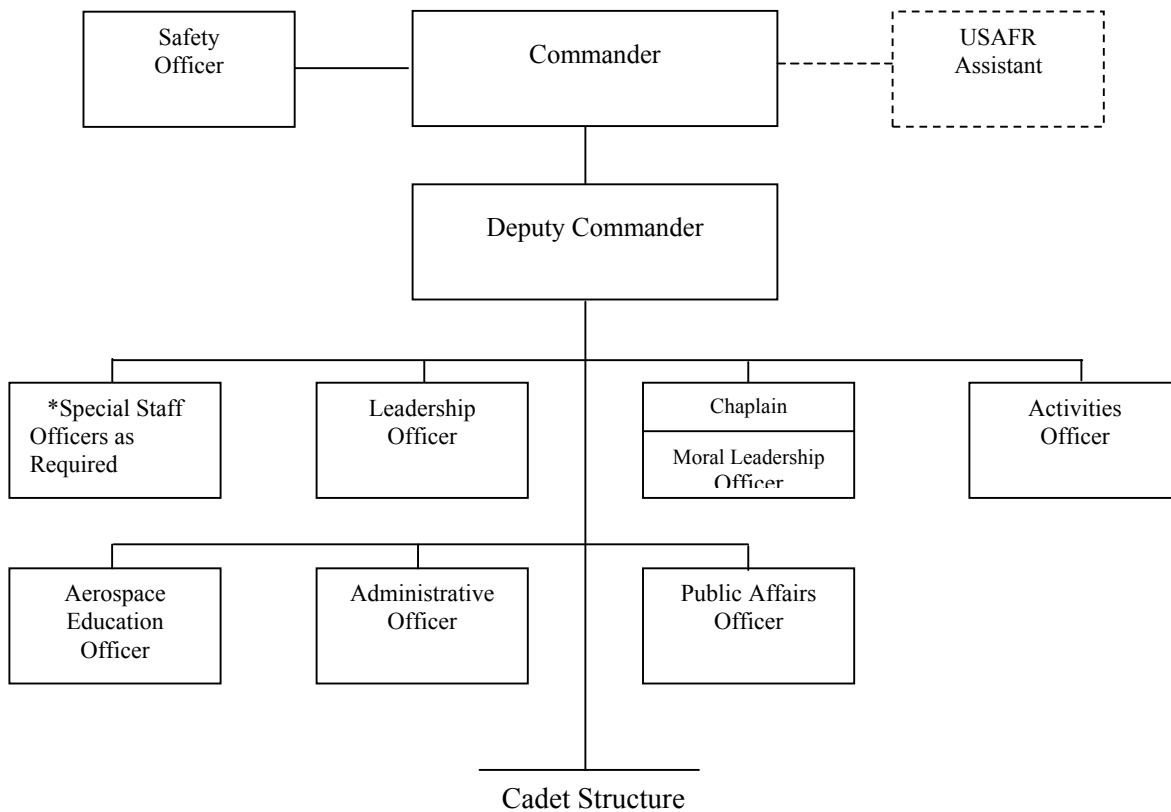
*These functions may be separated at the option of the squadron commander.

Figure 16—Composite Squadron Organizational Chart (Senior Member Positions)***Special Staff Officers**

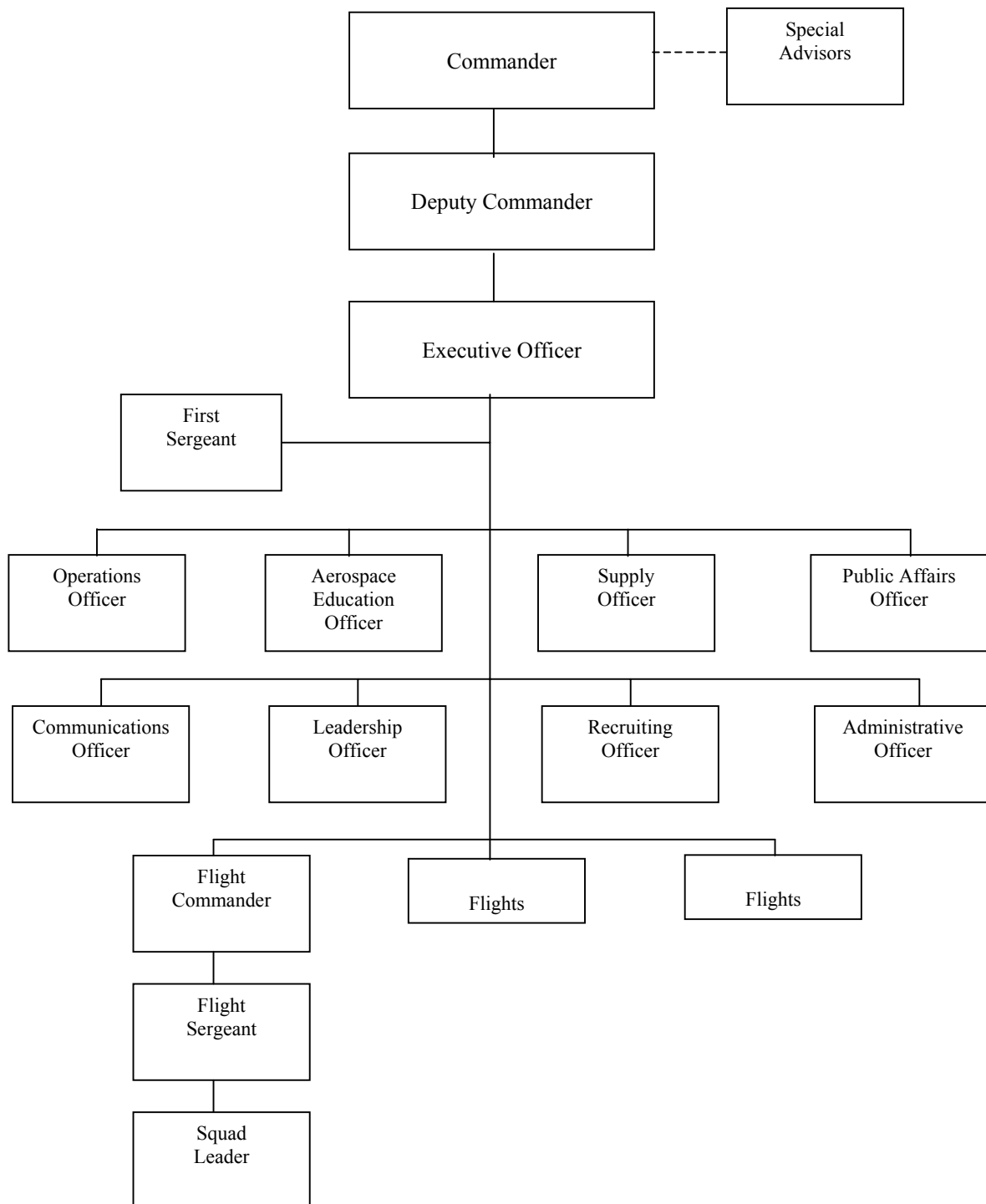
1. Personnel
2. Recruiting
3. Legal
4. Finance
5. Medical
6. Testing
7. Historian

**The above staff officers may find it desirable to delegate certain responsibilities to subordinate personnel. If any of these functions are expanded, the organizational charts on page 20 are recommended.

NOTE: The Operations and the Emergency Services functions may be separated at the option of the squadron commander.

Figure 17–Cadet Squadron Organizational Chart (Senior Member Positions)***Special Staff Officers**

1. Personnel
2. Communications
3. Logistics
4. Senior Programs
5. Recruiting
6. Legal
7. Finance
8. Medical
9. Testing
10. Historian
11. Operations

Figure 18—Cadet/Composite Squadron Organizational Chart (Cadet Positions)

PART III—SENIOR MEMBER POSITION DESCRIPTIONS

Position descriptions at all echelons (region, wing, group, and squadron) are so similar that one broad position description applies to all levels, unless otherwise indicated. Since CAP directives describe in detail the tasks to be performed in each position, each staff officer should become completely familiar with the CAP directives listed in his/her position description. Also, it should be noted that all phases of each position are covered even though some units do not have a particular need for every task. Local unit commanders are authorized and encouraged to develop more detailed position descriptions for their staff officers to fit the individual unit situation and talents of unit personnel.

Region Commander

Region commanders are the senior corporate officers within their region and are responsible to the National Commander for ensuring that corporation objectives, policies, and operational directives are effectively executed within their region. They shall:

- Represent the National Commander within their region and as such shall have full authority to command all CAP units and personnel in their region.

- Promote objectives and purposes of CAP by encouraging the achievement of established goals and programs by all units and by establishing new goals and programs within their region in support of the national organization's objectives.

- Ensure that all wings within their region accomplish the goals established.

- Establish plans, policies, and procedures necessary to the proper conduct of region affairs that are not in conflict with National Headquarters policies and directives.

- Inform the National Commander of progress toward achievement of objectives, notable accomplishments, problem areas and other matters of interest.

- Ensure the safety of personnel and equipment through effective policy guidance regarding safety procedures on equipment utilization.

- Conduct a continuous search for talent to fill wing commander positions within their region and appoint new wing commanders as vacancies occur.

- Remove from wing commander positions those members deemed unqualified or otherwise unsuitable to continue in their positions.

- Appoint a competent region staff to assist them in fulfillment of their responsibilities.

- Assist subordinate units by furnishing guidance and resolving problems.

- Performs those functions specifically stated in the Bylaws of Civil Air Patrol and other duties as the nature of the office may require.

Region commanders should be familiar with the Civil Air Patrol Constitution and Bylaws, all CAP governing directives and policy matters affecting their command.

NOTE: Region commanders should develop detailed position descriptions for their vice commanders and chiefs of staff outlining the specific duties and responsibilities of each in support of the overall region mission.

Wing Commander

Wing commanders are the senior corporate officers within their wing and are responsible to the corporation and to the region commander for ensuring that Corporation objectives, policies, and operational directives are effectively executed within their wing. They shall:

Exercise command over all units and personnel in their wing.

Promote objectives and purposes of CAP by encouraging the achievement of established goals and programs by all units and by establishing new goals and programs within the wing in support of the corporation's objectives.

Establish plans, policies, and procedures necessary to the proper conduct of wing affairs that are not in conflict with National Headquarters and region policies and directives.

Ensure the safety of personnel and equipment through an active and aggressive safety education and inspection program.

Be aware of the accomplishments, problems and degree of compliance by subordinate units with policies and directives through a system of inspections, reports, and staff visits.

Inform the region commander of progress toward achievement of objectives, notable accomplishments, problem areas, and other matters of interest.

Refer problems that cannot be resolved at wing level to the region commander.

Select and appoint high caliber wing staff members and remove from wing staff positions those members deemed unqualified or otherwise unsuitable to continue in their positions.

Appoint high caliber commanders of subordinate units when replacements are needed and remove unit commanders from positions whenever they are considered unqualified or otherwise unsuitable.

Visit subordinate units on a periodic basis and apprise them on matters affecting them and assist by furnishing guidance and resolving problems.

Approve all organizational actions for subordinate units (charters, redesignations, activations, deactivations, etc.).

Approve promotions for members within the wing.

Approve recommendations for awards and decorations for members of the wing.

Visit subordinate units on a periodic basis and apprise units on matters affecting them and assist them by furnishing guidance and resolving problems.

Maintain close liaison with the governor and staff and serve as advisor on CAP affairs.

Perform those functions specifically stated in the Bylaws of Civil Air Patrol and other duties as the nature of the office may require.

Wing commanders should be familiar with the Civil Air Patrol Constitution and Bylaws, all CAP governing directives and all policy matters affecting their command.

NOTE: The duties above also apply to the wing vice commander and chief of staff. Wing commanders should develop detailed position descriptions for their vice commanders and chief of staff outlining the specific duties and responsibilities of each in support of the overall wing mission.

Group Commander

Group commanders represent the wing commander in their group. They are responsible to the Corporation and the wing commander for ensuring that corporation objectives, policies, and operational directives are effectively executed within their group. They shall:

Exercise command over all units in their group.

Promote objectives and purposes of CAP by encouraging the achievement of established goals and programs by all units and by establishing new goals and programs within the group in support of the Corporation's objectives.

Establish plans, policies, and procedures necessary to the proper conduct of group affairs that are not in conflict with national, region, and wing policies and directives.

Be aware of accomplishments, problems, and degree of compliance by subordinate units with policies and directives through a system of inspections, reports, and staff visits. Inform the wing commander of progress toward achievement of objectives, notable accomplishments, problem areas, and other matters of interest.

Ensure safety of personnel and equipment through effective policy guidance regarding safety procedures and equipment.

Select and appoint high caliber group staff members and remove from group staff positions those members deemed unqualified or otherwise unsuitable to continue in their positions.

Appoint high caliber commanders of subordinate units when replacements are needed and remove unit commanders from positions whenever they are considered unqualified or otherwise unsuitable.

Refer problems that cannot be resolved at group level to the wing commander.

Group commanders should be familiar with the Civil Air Patrol Constitution and Bylaws, all CAP governing directives and all policy matters affecting their command.

NOTE: The duties above also apply to the deputy group commander. Group commanders should develop a detailed position description for their deputy, outlining his/her specific duties and responsibilities in support of the overall group mission.

Squadron Commander

Squadron commanders are responsible to the corporation and to the wing commander (or group commander if applicable) for ensuring that the corporation objectives, policies, and operational directives are effectively executed within their squadron. They shall:

Establish plans, policies, and procedures necessary to the fulfillment of the CAP mission, which are not in conflict with the directives of higher headquarters.

Keep informed of the accomplishments, problems, and degree of compliance with regulations and other directives through personal observations, inspections, reports, and staff meetings.

Comply with all policies, regulations, and directives of higher headquarters and require the same compliance by all members of the squadron.

Ensure safety of personnel and equipment through compliance with directives and policy guidance; ensure an effective safety awareness, education, and inspection program within the unit.

Select personnel to fill authorized staff positions and remove from staff position those members deemed unqualified or otherwise unsuitable to continue in their positions.

Establish policies and procedures to ensure an effective squadron recruiting and retention program.

Coordinate the activities of staff officers to prevent overlapping of functions and to resolve conflicts.

Eliminate members whose continued membership is determined undesirable in accordance with the provisions of CAPR 35-3.

Identify members for nonrenewal where continued membership is adverse to the best interests of CAP in accordance with provisions of CAPM 39-2.

Determine meeting dates and attendance requirements for squadron meetings in accordance with policies established by higher headquarters.

Ensure that new personnel are properly introduced to CAP and make frequent checks on their progress.

Ensure that squadron property and funds are properly safeguarded and accounted for.

Initiate requests for promotion of squadron members.

Ensure proper wear of the uniform and that violations are promptly corrected.

Ensure that complaints and grievances are resolved fairly, impartially, and promptly.

Initiate recommendations for awards and decorations for squadron members.

Initiate organization actions affecting their squadron (charter redesignations, address changes, etc.).

Refer to the next higher headquarters problems that cannot be resolved at squadron level.

Promote an understanding and appreciation of CAP in the local community.

Promote aerospace education.

Squadron commanders should be familiar with the Civil Air Patrol Constitution and Bylaws, CAP governing directives, and all policy matters affecting their command.

NOTE: The duties above also apply to the deputy squadron commander. Squadron commanders should develop a detailed position description for their deputy, outlining his/her specific duties and responsibilities in support of the overall squadron mission.

Operations Officer

Manages and directs all operations activities. They shall:

Develop and implement operations plans, programs and directives.

Establish reporting procedures to determine the success of operations programs.

Coordinate operations matters with other staff agencies or interested agencies.

Develop standard operating procedures for the control and operation of CAP aircraft.

Develop necessary operations policies and procedures to ensure mission accomplishment and to provide adequate guidance to subordinate personnel and units.

Request the issuance of transportation and mission authorizations as requested.

The operations officer should be familiar with CAPP 210, CAPP 211, CAPP 212, CAPP 213; CAP directives in the 50, 55, 60 and 62 series and parts 1, 43, 61, 63, 91 and 92 of FAA regulations.

Standardization/Evaluation Officer

Manages aircrew standardization and evaluation activities. They shall:

Develop and implement a check pilot program.

Conduct evaluation of check pilot program in subordinate units.

Evaluate aircrew techniques and ability using appropriate publications and checklists.

Evaluate aircrew techniques in mission planning, briefings, mission execution, and critiques.

Perform spot evaluation checks as appropriate.

Continually evaluate aircrew training procedures and techniques.

Administer written examinations and document flight evaluation checks.

Analyze evaluation data for trends that indicate changes in the program or additional training needs for individual pilots.

The standardization/evaluation officer should be familiar with CAPP 212; CAP directives in the 50, 55, 60 and 62 series; FAR Parts 1, 43, 61, 91; and FAR Advisory Circulars in the 61 and 91 series.

Emergency Services (ES) Officer

Manages and directs emergency services activities. They shall:

Develop agreements with agencies responsible for search, domestic emergencies, and civil defense.

Develop and maintain an adequate emergency service force.

Develop training programs to ensure that highly qualified ES personnel are available for search and rescue, and disaster relief missions.

Develop plans and standard operating procedures to support the wing's emergency services program.

Maintain records to determine the status of resources (personnel, vehicles aircraft, radios and other emergency equipment) available for ES missions.

Develop and maintain a rapid alerting system for assembling necessary resources in a timely manner.

The emergency services officer should be familiar with CAPP 213, CAPR 50-15, CAPR 55-1, CAPR 60-1 and CAPP 2.

Emergency Services Training Officer

Assists the ES Officer in managing and directing ES training activities. They shall:

Document ES training accomplished and qualifications earned.

Coordinate with the SAR and DR officers to ensure that training programs are adequate.

Coordinate with external agencies for other ES training.

Prepare and process CAPFs 101 for new or requalifying personnel.

The ES training officer should be familiar with CAPP 213, CAPR 50-15, CAPR 55-1, CAPR 60-1, CAPP 2 and applicable FEMA publications.

Search and Rescue (SAR) Officer

Assists the ES officer in managing and directing search and rescue activities. They shall:

Develop SAR agreements with state emergency management officials and other CAP units, if needed.

Know CAP SAR responsibilities in areas of operation.

Develop a unit SAR force that is capable of responding to request from the appropriate Rescue Coordination Centers or other responsible agencies.

Ensure the SAR training program is adequate.

Develop operational procedures for rapid alerting and assembling of SAR task force personnel.

Coordinate wing SAR evaluations, training missions, and exercises.

The search and rescue officer should be familiar with CAPR 50-15, CAPR 55-1, CAPR 60-1, CAPP 213 and CAPP 2.

Disaster Relief Officer

Assists the ES Officer in managing and directing disaster preparedness activities. They shall:

Develop agreements with state emergency management officials pertaining to natural disaster and civil defense activities.

Develop a unit disaster preparedness force capable of responding to appropriate requests.

Ensure the civil defense and natural disaster training programs are adequate.

Develop operational procedures for rapid alerting and assembling of disaster preparedness task force personnel.

Coordinate wing disaster preparedness evaluations, training missions, and exercises.

Know disaster preparedness responsibility of CAP in areas of operation. This includes unit's responsibilities in the State and Region Disaster Airlift (SARDA) plan.

The disaster preparedness officer should be familiar with CAPR 50-15, CAPR 55-1, CAPR 60-1, and applicable Federal Emergency Management Agency (FEMA) publications.

Counterdrug Officer (Applicable to Wing/Region Only)

Manages and directs counterdrug activities. They shall:

Process applications for personnel entering the counterdrug program.

Maintain an adequate number of trained counterdrug personnel.

Schedule orientation programs to ensure highly qualified counterdrug personnel are available to support law enforcement agencies.

Develop plans and standard operating procedures to support the region/wing's counterdrug program.

Budget the 15% administrative reimbursement payments.

Serve as the advisor to the wing/region commander and DCS Operations/Director of Operations for counterdrug activities.

Report results of counterdrug efforts to appropriate authorities.

The counterdrug officer should be familiar with CAPRs 55-1, 50-15, 60-1 and Memoranda of Understanding with US Customs Service, Drug Enforcement Administration, US Forest Service, and law enforcement agencies as applicable).

Communications Officer

Manages and directs communications activities. They shall:

Develop and implement communications plans, programs, and directives in close coordination and in support of command, operations and emergency services.

Establish requirements and track acquisition and disposition of communication equipment in coordination with logistics.

Coordinate communications plans and programs with other staff agencies and with subordinate and higher headquarters.

Develop detailed operating procedures for communications operations and guidance to subordinate units and personnel.

Collect and report data to determine the effectiveness of communications operations.

Coordinate licensing or frequency authorizations for all radio operations.

Develop communications training programs.

Coordinate communications conferences, meetings, and workshops.

Monitor unit communications.

Establish programs to maintain and operate unit radio equipment.

The communications officer should have a working knowledge of CAPP 214 and CAP directives in the 50, 55, 67, and 100 series and the NTIA manual of regulations and procedures for Federal Radio Frequency Management.

Drug Demand Reduction Officer

Manages and directs drug demand reduction activities. They shall:

Develop annual drug demand reduction (DDR) training plan.

Prepare and submit the annual Drug Demand Reduction Initiative Program application.

Prepare and manage annual DDR financial plan.

Conduct annual DDR training at wing encampment(s).

Coordinate joint operations with Air Force base DDR Coordinators.

Coordinate joint operations with Air Force Reserve base DDR Coordinators.

Coordinate joint operations with National Guard DDR Administrator.

Submits end of year reports.

The Drug Demand Reduction Officer should be familiar with CAPP 55 and CAPR 52-16.

Aerospace Education Officer (Applicable to Regions, Wings, Groups)

Directs the aerospace education program at their level of command. They shall:

Implement aerospace education policy and advise the commander on status of programs under his/her command.

Ensure that staff positions are filled at subordinate levels.

Establish and review budget requirements.

Monitor aerospace education requirements from higher headquarters to ensure compliance.

Internal Aerospace Education Officer (Applicable to Regions, Wings, Groups)

Responsible for directing CAP's internal aerospace education program. They shall:

Monitor the implementation of the aerospace education portion of the cadet program in subordinate units.

Implement the Aerospace Education – Civil Air Patrol (AE-CAP) program for senior members. At wing level this includes safeguarding, distributing and administering the AE-CAP testing program.

Develop special aerospace education and instruction technique courses for CAP instructors.

Develop special aerospace education activities for cadets and seniors.

External Aerospace Education Officer (Applicable to Regions, Wings, Groups)

Responsible for assisting the CAP Regional Director of Aerospace Education in directing the CAP external aerospace education program. They shall:

Promote and assist aerospace education projects at his/her level of command in coordination with the CAP Regional Director of Aerospace Education (workshops, seminars, courses, material development, etc.).

Promote CAP aerospace education courses and instructional materials in schools.

Establish and maintain contact with educational agencies commensurate with CAP level of command. Aid in the development of aerospace education curricula.

All aerospace education officers should complete the CAPP 215 program. They should also be familiar with CAP directives in the 50, 76 and 280 series. They should be familiar with all aerospace education material described in the CAP Bookstore Catalog and the HQ CAP/ETA publication entitled “Aerospace Education Teaching Materials.” The staff members serving as the external aerospace education staff officer at region and wing levels should work with the formal education structure (teacher, counselor, administrator) and, where CAP can, support education in the community.

Senior Squadron Aerospace Education Officer

Implements the aerospace education program for senior squadrons. They shall:

Implement and supervise the Aerospace Education – Civil Air Patrol (AE-CAP) program for senior members.

Assume responsibility for all testing in AE-CAP.

Provide special aerospace education presentations to the general public.

Promote CAP aerospace education courses and instructional materials in local schools.

The senior squadron aerospace education officer should complete appropriate portions of CAPP 215 and be familiar with CAPR 50-17, CAPR 50-4, CAPP 15, CAPR 280-2, and all aerospace education texts described in the CAP Bookstore Catalog and the HQ CAP/ETA publication entitled “Aerospace Education Teaching Materials.”

Cadet Squadron Aerospace Education Officer

Implements the aerospace education program for cadet squadrons. They shall:

Implement and supervise the aerospace education portion of the CAP cadet program.

Generate and supervise cadet aerospace education activities and supporting projects.

Supervise aerospace education testing program for cadets.

Implement and supervise the Aerospace Education-Civil Air Patrol (AE-CAP) program for seniors.

Assume responsibility for all testing in AE-CAP.

Provide special aerospace education presentations to the general public.

Promote CAP aerospace education courses and instruction materials in local schools.

The cadet squadron aerospace education officer should complete appropriate portions of CAPP 215 and be familiar with CAPR 52-16, CAPR 50-17, CAPP 15, CAPR 50-4, CAPR 280-2, and all aerospace education texts described in the CAP Bookstore Catalog and the HQ CAP/ETA publication entitled "Aerospace Education Teaching Materials."

Composite Squadron Aerospace Education Officer

There are two aerospace education officers authorized for composite squadrons: (1) to implement and direct the aerospace education portion of the CAP cadet program, and (2) to implement and direct the Aerospace Education-Civil Air Patrol (AE-CAP) program for senior members.

To implement and direct the aerospace education portion of the CAP cadet program they shall:

Monitor the aerospace education portion of the CAP cadet program.

Generate and supervise the aerospace education activities and supporting projects for cadets.

Supervise the aerospace education testing program for cadets.

To implement and direct the AE-CAP program for senior members they shall:

Monitor the implementation of AE-CAP within the unit.

Supervise AE-CAP testing programs.

Either or both of the aerospace education officers in composite squadrons are responsible for implementing the CAP external aerospace education program in their community. They shall

Provide special aerospace education presentations to the general public.

Promote CAP aerospace education courses and instructional materials in local schools.

Composite squadron aerospace education officers should complete appropriate portions of CAPP 215 and be familiar with CAPR 52-16, CAPR 50-17, CAPP 15, CAPR 50-4, CAPR 280-2, and all aerospace education texts described in the CAP Bookstore Catalog and the HQ CAP/ETA publication entitled "Aerospace Education Teaching Materials."

Professional Development Officer

Manages and directs the CAP professional development program. They shall:

- Know directives applicable to professional development programs.
- Know the structure of the CAP professional development program and senior member activities.
- Maintain an adequate stock of applicable forms.
- Assist other members in proper completion of forms.
- Maintain unit training records.
- Maintain a unit training library.
- Operate audio-visual equipment.
- Assure security of training examinations.
- Prepare documentation in support of training awards for the commander's review.
- Submit applications for awards.
- Coordinate member training accomplishments with other members of the staff.

The professional development officer should be familiar with CAPP 204, CAPR 50-17 and other directives in the 35, 39, 50, 52, 200, 280, and 900 series.

Director of Cadet Programs (Applicable to Regions and Wings)

Manages and directs all functions related to implementation of the CAP cadet program in subordinate units. They shall:

- Coordinate member training accomplishments with other members of the staff.
- Monitor subordinate unit's progress toward the achievement of the cadet program and its goals as established by National Headquarters.
- Disseminate information on the cadet program to enhance the above statement.
- Recruit personnel to assist in establishing new cadet units.
- Provide special assistance to all new cadet units.
- Administer national cadet special activities as it applies to command level.
- Provide command-wide cadet special activities.
- Coordinate and ensure equitable allocation of funds, property, and recognition in the cadet program.

Directors of cadet programs should be familiar with CAPP 216, CAPR 52-16 and other CAP directives in the 35, 39, 50, 67, 76, 280, 900 series. They should also be familiar with cadet program aerospace education texts and other cadet program materials that are described in the CAP Bookstore Catalog.

Cadet Programs Development Officer (Applicable to Regions, Wings, Groups)

Supervises the implementation of all aspects of the CAP cadet program (except special activities). They shall:

- Monitor subordinate units' progress toward achievement of National Headquarters' goals for the cadet program.

- Disseminate information that pertains to the cadet program.

- Recruit personnel to establish new cadet units.

- Assist new cadet units, or units with newly assigned commanders or cadet programs personnel.

Cadet programs development officers should be familiar with CAPR 52-16 and other CAP directives in the 35, 39, 50, 67, 76, 280, and 900 series. In addition, they should be thoroughly familiar with cadet program aerospace education texts and other cadet program materials that are described in the CAP Bookstore Catalog, CAPR 0-2 and CAPR 0-9.

Cadet Special Activities Officer (Applicable to Regions, Wings, Groups)

Supervises National Headquarters-level and command-level cadet special activities participation. They shall:

- Monitor cadet special activities selection processes.

- Provide and coordinate intra-command transportation for cadet special activities.

- Disseminate information that pertains to cadet special activities in a timely manner.

- Provide intra-command cadet special activities.

The cadet special activities officer should be familiar primarily with CAPR 52-16 and other CAP directives in the 50, 76, 160, and 900 series.

Squadron Leadership Officer (Applicable to Cadet and Composite Squadrons Only)

Responsible for leadership laboratory and physical fitness training of CAP cadets to include:

- Proper wear of the CAP uniform.

- Customs and courtesies of the service.

- Leadership techniques and activities.

- Physical fitness.

- Squadron drill team.

The leadership officer should be familiar with CAP directives in the 50 series and particularly with the Leadership Laboratory Manual that is a cost item and is described in the CAP Bookstore Catalog.

Squadron Activities Officer (Applicable to Cadet and Composite Squadrons Only)

Plans and conducts interesting and challenging activities for CAP cadets, to include but not limited to:

Field trips.

Participating in emergency services exercises.

Sports competitions.

Social functions.

Community betterment projects.

Aerospace education activities (in coordination with aerospace education officer).

The squadron activities officer should be familiar with CAP directives in the 50, 76, 160, and 900 series.

Testing Officer (Applicable to Squadrons Only)

The squadron testing officer is a member of the squadron commander's special staff. They shall:

Obtain, administer, safeguard, and return education and training materials used in Civil Air Patrol.

Administer the testing program in accordance with CAP directives.

The testing officer should be familiar with the provision of CAPR 50-4, CAPR 52-16, CAPR 50-17, and CAPP 8.

Logistics Officer (Applicable to Squadrons Only)

Manages and directs the logistics program to include the areas of supply, transportation, maintenance, and installation engineering. They shall:

Advise the commander on status of logistics programs and establish logistics policies.

Review budget requirements of logistics activities and direct consolidation of logistics budget.

Be responsible for real property management in accordance with CAPR 87-1.

The logistics officer should be familiar with the CAP directives in the series indicated below:

Transportation matters	76, 77 series
Usage of DOD real property	87 series
Aircraft status/inventory	67 series
Aircraft marking	66 series
Aircraft maintenance	66 series
Supply matters	67 series
VSI/HIS Insurance Matters	900 series

Supply Officer

Responsible for all matters pertaining to supply. They shall:

Ensure proper accountability for CAP property.

Be responsible for receipt, issue, storage and proper disposal of all CAP property.

Be responsible for effecting distribution and recovery of property in coordination with the transportation officer.

Recommend to the commander the allocation or reallocation of property within the unit.

The supply officer should be familiar with CAPP 206 and CAP directives in the 67 and 87 series.

Transportation Officer

Responsible for all matters pertaining to surface and air transportation. They shall:

Ensure that all vehicles are licensed and insured and those drivers are qualified and licensed to operate the vehicles.

Recommend allocation and reallocation of motor vehicles.

Maintain appropriate records on location of all vehicles.

Responsible for maintenance, painting, and marking vehicles.

Coordinate airlift requirements with operations officer.

The transportation officer should be familiar with CAPR 62-2, CAPR 67-1 and directives in the 76, 77, and 900 series.

Maintenance Officer

Exercises staff supervision and coordination of all aircraft maintenance. They shall:

Make recommendations to the commander for the improvement of the maintenance program.

Ensure that aircraft are painted and identified in accordance with current directives.

Ensure that aircraft are maintained in an airworthy condition in accordance with FAA requirements.

The maintenance officer should be familiar with CAP directives in the 66, 67 and 900 series, Federal Aviation Regulations 43, 45, and 91 and Federal Aviation Advisory Circulars 20-35C, 20-5F, 39-7B, 43-9B, 43-12A and 61-9B.

Administrative Officer

Implements, manages and directs administrative services activities. They shall:

Implement administrative policies and procedures.

Control correspondence (including messages).

Prepare and authenticate administrative authorizations.

Prepare local publications and forms.

Perform related duties as assigned by the unit commander.

The administrative officer should be familiar primarily with CAPP 205 and CAP directives in the 5 and 10 series.

Personnel Officer

Manages and administers the CAP personnel program and associated administrative procedures to include:

Membership records and applications

Confidential screening (FBI fingerprint cards)

Organizational actions (charters, deactivations, etc.)

Appointments

Promotions and demotions

Awards and decorations

Duty assignments

Transfers

Retirements

Membership terminations/nonrenewals

Uniforms

The personnel officer at all levels should be familiar with the Constitution and Bylaws, CAPP 200 and CAP directives in the 20, 35, and 39 series.

Recruiting Officer

Formulates plans and establishes policies, procedures, and programs, designed to assist CAP in attracting new members and retaining current members. They shall:

Plan and conduct periodic membership drives to attract new members and to stimulate interest in current inactive members.

Make presentations to outside groups, both youth and adult, to attract new members.

Place posters and other recruiting materials in strategic locations advertising local meeting times and places.

Stage display booths and provide recruiting coverage at local high schools, shopping centers, air shows, and other public events.

Personally contact individuals expressing an interest in CAP by telephone, written inquiry, etc., and follow up to ensure that all interested persons are fully informed on the CAP program and local unit activities.

The recruiting officer should be familiar with all aspects of the Civil Air Patrol program, particularly the CAP Constitution and Bylaws, CAPR 20-1, and CAPM 39-2.

Plans and Programs Officer

Directs and coordinates overall planning activities. They shall:

Develop plans and programs and monitor the overall implementation of special projects as directed by the commander and higher headquarters.

Plan and coordinate region, wing or group conferences.

Formulate plans and programs for the utilization of CAP units in peacetime and domestic emergencies.

Interpret and integrate into policy such plans and programs, laws, policy statements, directives regulations, and other communications received from higher headquarters.

Provide guidance and cooperate with responsible staff sections in the development of operational plans and programs.

The plans and programs officer should be familiar with CAPP 218, the Civil Air Patrol Constitution and Bylaws, and all policy matters relating to planning activities for special projects.

Public Affairs Officer

Advises and assists the commander on all media relations, internal information and community relations matters. Plans, develops and implements a Public Affairs program. They shall:

Release information on unit activities to news media.

Publish unit newsletter or bulletin.

Coordinate participation of unit members in community activities.

Coordinate with other organizations and agencies as required.

Supervise all public affairs activities of subordinate units.

The public affairs officer, to be effective, must be familiar with CAPP 201, CAPP 190-1, CAPP 3, current policies and activities of his/her unit.

Finance Officer

Responsible for the overall financial management of the unit. They shall:

Administer all funds.

Maintain all financial records.

Maintain bank accounts.

Pay all outstanding accounts.

Indorse all negotiable instruments.

Prepare all financial reports.

Prepare annual budget.

The finance officer should be familiar with CAP regulations in the 173 series and CAPP 202.

Chaplain

The chaplain is a member of the commander's staff at all echelons of command, and as such is the advisor to the commander and his/her staff on matters of religion, morals, and the well-being of personnel under his/her command. The chaplain implements and executes the CAP Chaplain Service program as recommended by the Chaplain Service Advisory council and as stated in CAPR 265-1. This program includes, but is not limited to:

Providing pastoral care of senior and cadet members, including counseling, visitation, encouragement, and other special assistance as the chaplain may be able to provide.

Performing professional functions as necessary, for example, religious services, liturgies, pastoral counseling, etc.

Conducting moral leadership programs as outlined in the CAPP 265 series entitled "Values for Living," and CAPR 52-16.

Participating as chaplains in cadet summer encampments and other cadet activities. (Reference CAPR 52-16.)

Participating in Emergency Services missions and exercises by providing a chaplain presence and resource for members participating in the mission/exercise and those on the scene who may be in distress.

Participating in ecclesiastical public relations activities.

The specific duties of CAP chaplains at each echelon of command are stated in CAPR 265-1. Every chaplain should be familiar with the following CAP directives: CAPR 20-1, CAPR 265-1, CAPP 221, CAPP 221A and CAPP 265-4.

Moral Leadership Officer

The moral leadership officer is an individual active in and approved by their denomination or faith group. MLOs are part of the CAP Chaplain Service, but have different qualifications and different responsibilities than chaplains. MLOs will:

Complete training requirements for moral leadership officers.

Develop moral leadership seminars for cadets.

Provide non-clergy support to assist chaplains in providing ministry to the CAP community.

Perform MLO duties under the direction of a chaplain when one is assigned to their unit. When a chaplain is not assigned, the MLO works under the direction of the unit commander and wing chaplain.

Legal Officer

Advises on legal implications of CAP programs and activities (subject to the constraints imposed by local law on the unauthorized practice of law) to include:

Interpretation of laws and regulations.

Contracts and agreements.

Insurance.

Real Estate

Taxation.

Investigation.

Corporate records and organizations.

Relations with local agencies.

Render legal advice and opinions regarding CAP activities as requested.

Assist the unit safety officer in conducting investigations.

Advise the unit commander and investigating officer on processing complaints in accordance with CAPR 123-2.

Advise commanders on initiation of termination actions and serve as CAP representative at termination appeals hearings as appropriate.

Serve on unit membership board as directed by the unit commander.

The legal officer at all levels should be familiar and monitor compliance with the CAP Constitution and Bylaws, CAP regulations and with 5 U.S.C. 8141, 10 U.S.C. 9441, and 36 U.S.C. 40301-40307.

Medical Officer

Responsible for advising CAP commanders and units on the health, sanitation and hygiene of CAP members relevant to CAP activities. (See CAPR 160-1 for policy on emergency medical treatment). They shall:

Assists the ES Officer in arranging or providing training in first aid and emergency lifesaving measures to include medically recognized cardiopulmonary resuscitation (CPR) techniques.

Provide bloodborne pathogen protection training including preventive measures.

Report bloodborne pathogen exposures and ensure that those members exposed obtain appropriate follow-up medical care from non-CAP sources.

Advise members to obtain necessary physical examinations from their personal physicians and to complete emergency treatment consent forms where required by regulation to participate in various Civil Air Patrol activities. NOTE: Under no circumstances will CAP medical personnel perform physical examinations as part of their Civil Air Patrol duties.

Arrange for necessary medical training materials. Supplies and equipment for unit missions or special activities.

Maintain first aid kits for medical emergencies. (See CAPR 160-1 for policy on emergency medical treatment.)

Generally advise commanders and unit personnel on preventive medicine matters relevant to CAP activities.

Plan conferences and meetings pertaining to special affairs.

Medical officers should be familiar with all CAP directives in the 160 series and applicable portions of CAPRs 55-1, 50-15, 52-16, 50-17 and 62-2.

Inspector (Applicable to Regions, Wings, Groups)

The inspector is responsible for implementing, managing, and directing the inspection program at the direction of the commander. They shall:

Ensure compliance with CAP directives.

Ensure nondiscrimination in Federally-assisted programs.

Conduct inspections and render reports of inspection.

Monitor inspection program of subordinate units.

Coordinate inspection results with the commander and staff.

Ensure unit self-assessment is accomplished yearly prior to 1 October and an executive summary is sent to the next higher headquarters.

Recommend policies or directives to improve unit effectiveness.

Develop current checklists and guidance for inspection program.

Note benchmark candidates and recommend their adoption.

Maintain files as applicable to the inspection program.

Conduct personal interview to hear complaints or grievances.

Conduct investigations as directed by the commander.

The inspector should show progress toward a master rating in the IG specialty training track, CAPP 203 and be familiar with all CAP directives, particularly CAPR 20-1 and regulations in the 123 series.

Safety Officer

Assists and advises the commander in developing the overall accident prevention program. They shall:

Direct and perform safety inspections and surveys of hazardous areas and operations.

Direct and perform accident investigations and prepare safety reports.

Plan safety briefings to make personnel aware of hazards and safe practices.

Make visits to subordinate units, and assist units in solving safety problems.

Review and analyze accident reports for contributing factors, trends and other accident prevention information.

Prepare training guides, articles and literature, and publicize this information through bulletin boards, newspapers and posters.

Conduct safety studies and recommend corrective action.

The safety officer should be familiar with CAP directives in the 62 series.

Historian

Manages and directs historical activities to include:

Developing policies and procedures that relate to historical activities.

Establishing and conducting a program for the publishing of general and special histories, monographs, studies, and similar works for issue both internally and externally to CAP.

Establishing and conducting a program to specifically inform the general public as to the history of CAP as it relates to CAP's current missions.

Issuing bibliographies, catalogs, indices, and abstracts containing information relative to publications relating to CAP history.

Establishing and conducting a program of the collection and preservation of items of historical significance either of a documentary or physical property nature.

Establishing and conducting an oral history program.

Representing the Civil Air Patrol at meetings of historical and other learned societies.

The Historian should be thoroughly familiar with CAPR 210-1 (the Civil Air Patrol Historical Program) and other internal and external publications relating to historical activities.

Government Relations Advisor (Wing Level Only)

Advises and assists the commander in the areas of state appropriations and congressional activities to include:

Keeping congressional delegations informed on CAP activities.

Maintaining liaison with local and state government officials.

Monitoring legislation on matters affecting CAP.

With wing commander's concurrence, initiates and monitors wing fund-raising activities to include the obtaining of grants from major industries within the wing.

The Government Relations Advisor should be familiar with the Civil Air Patrol Constitution and Bylaws; CAPP 110-1, Federal Statutes Affecting Civil Air Patrol; and all other legislation affecting CAP at local and state levels. Should also be familiar with current CAP regulations on fund raising activities.

Deputy Commander For Cadets (Applicable to Composite Squadrons Only)

Directs and evaluates implementation of the CAP cadet program within the squadron. They shall:

Coordinate to assure attainment of cadet program objectives and adherence to cadet program directives.

Ensure Cadet Protection policies and training are in place and being enforced.

Select and supervise the senior member staff officers to direct the cadet program.

Monitor funds and property used for cadet program.

The deputy commander for cadets should be familiar with all CAP directives, with particular emphasis on directives in the 35, 50, and 280 series. Also, he/she should be familiar with cadet program aerospace education texts and other training materials described in the CAP Bookstore Catalog, CAPR 0-2 and CAPR 0-9.

PART IV—CADET POSITION DESCRIPTIONS**Cadet Commander**

Commands the cadet squadron and performs duties related to cadet positions. They shall:

Establish plans and procedures to accomplish the policies established by the unit commander.

Coordinate cadet staff activities.

Direct cadet staff officers.

Coordinate with senior staff

Serves as liaison between senior and cadet staff.

Ensure compliance with CAP directives.

Make personnel assignment recommendations.

Monitor cadet staff compliance with Cadet Protection policies.

The cadet commander should be familiar with CAP directives as listed in CAPP 52-14.

Cadet Deputy Commander

Assists the cadet commander in the performance of his duties to include:

Plans and procedures.

Recommendations for cadet personnel assignments.

Inspections.

Evaluation of cadet program meetings.

Direction and supervision of cadet staff.

Related duties as required.

The cadet deputy commander should be familiar with CAP directives as listed in CAPP 52-14.

Cadet Executive Officer

Assists the cadet commander and deputy commander in administering cadet squadron activities. They shall:

Manage cadet affairs.

Direct and supervise cadet staff.

Coordinate cadet staff activities.

Perform related duties as required.

The cadet executive officer should be familiar with directives as listed in CAPP 52-14.

Cadet Aerospace Education Officer

Assists the senior member aerospace education officer in directing the cadet aerospace education program, to include:

Aerospace education instruction.

Review of subject matter with cadets.

Aerospace education laboratories.

Related duties as required.

The aerospace education officer should be familiar with CAP directives as listed in CAPP 52-14.

Cadet Operations Officer

Assists the senior member operations officer (composite squadron) in the performance of his/her duties, to include:

Implementation of higher headquarters directives.

Preparation of reports.

Coordination with other cadet staff sections.

Utilization and control of aircraft and equipment.

Direction of cadet participation in squadron operations.

Related duties as required.

The cadet operations officer should be familiar with CAP directives as listed in CAPP 52-14.

Cadet Communications Officer

Assists the senior member communications officer (composite squadron) in the performance of his/her duties, to include:

Operation of squadron net control stations.

Administration.

Communications training.

Communications supply.

Related duties as required.

The cadet communications officer should be familiar primarily with CAP directives listed in this regulation for the senior member communication officer.

Cadet Flight Commander

Directs and supervises the members of a cadet flight to include:

Leadership of flight in squadron activities.

Leadership laboratory to include proper wear of CAP uniform, military courtesy and discipline, drill, ceremonies and formations.

Advisor to flight members.

Related duties as required.

The cadet flight commander should be familiar with CAP directives as listed in CAPP 52-14.

Cadet Flight Sergeant

Assists the cadet flight commander in the performance of his/her duties, to include:

Inspections.

Instructions in military courtesy and drill.

Maintenance of discipline.

Flight administration and personnel matters.

Flight commander (acting).

Related duties as required.

The cadet flight sergeant should be familiar with CAP directives as listed in CAPP 52-14.

Cadet Squad Leader

Responsible for the supervision and training of the cadet squad, to include:

Satisfactory performance during formations and ceremonies.

Military bearing.

Morale.

The cadet squad leaders should be familiar with CAP directives as listed in CAPP 52-14.



NATIONAL HEADQUARTERS CIVIL AIR PATROL

CAP REGULATION 52-16

EFFECTIVE 1 FEBRUARY 2011

CORRECTED COPY

INCLUDES CHANGE 1, 2 JUNE 2011

Cadet Programs

CADET PROGRAM MANAGEMENT

This regulation defines the purposes of the Civil Air Patrol Cadet Program and identifies policies that govern its administration. Supplements and waivers are not authorized, except as specifically noted, or when approved by National Headquarters. To request waivers to this regulation, submit requests through the wing commander to NHQ CAP/CP.

SUMMARY OF CHANGES. See page 42 for the summary of changes. Subheadings or paragraph titles that are highlighted in gray indicate that the entire section is new or has been revised.

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A NOTE REGARDING CADET ACHIEVEMENT TESTS

Cadet achievement tests are transitioning from a hard copy to an online format. This change affects the minimum passing scores and the conditions under which cadets test.

The information on the passing score and test conditions (timed or untimed, closed book or open book) is no longer included in this regulation. For hard copy tests, that information is found on the inside front cover of the test booklets (i.e.: CAPT 68, *Leadership Achievement Tests*; CAPT 61, *Aerospace Dimension Achievement Tests*; and CAPT 63, *Aerospace: Journey of Flight Achievement Tests*).

The passing score for online achievement tests is 80%, as indicated by the on-screen test instructions in eServices.

The Wright Brothers, Mitchell, and Earhart Award exams are remaining in hard copy format only. Information on the passing score and test conditions for those exams is found on the inside front cover of the test booklets.

The Testing Officer's Quick Reference, available at [capmembers.com/cadettests](http://capmembers.com/cadetttests), outlines the basic requirements for all cadet tests and exams.

Supersedes CAPR 52-16, 1 October 2006.

Distribution: National CAP website.

OPR: CP

Approved by: CAP/CC

Notice: CAP publications and forms are available digitally on the National CAP website at: http://members.gocivilairpatrol.com/forms_publications_regulations/

CHAPTER 1 – INTRODUCTION TO THE CAP CADET PROGRAM

1-1. Mission. The Cadet Program transforms youth into dynamic Americans and aerospace leaders. CAP accomplishes its Congressionally-mandated Cadet Program (Title 36, U.S.C. § 40302) through a curriculum of leadership, aerospace, fitness, and character. The program follows a military model and emphasizes Air Force traditions and values. Today's cadets are tomorrow's aerospace leaders.

1-2. Key Traits of Cadet Life. Five key traits of cadet life inform commanders on the desired look and feel of cadet activities and how they should conduct the Cadet Program.

a. The Uniform. CAP promotes teamwork and high standards of personal conduct by granting cadets the privilege of wearing an Air Force-style uniform. The uniform and the related traditions of rendering military customs and courtesies distinguish cadets from ordinary youth. These military aspects of cadet life are important motivators. Every activity should allow cadets to wear their uniform and properly render military customs and courtesies.

b. Aerospace Theme. CAP members often hold in common a love of flying. Aviation is the thread that runs through all three CAP missions, and CAP's affiliation with the Air Force underscores its identity as an air-minded organization. Whenever possible, every cadet activity should further cadets' enthusiasm for aerospace, as "aerospace" is broadly understood. With a little imagination, even fitness and character activities can be shown to have an aerospace connection.

c. Opportunity to Lead. CAP develops leadership skills in cadets by giving them opportunities to lead. This includes planning events, making decisions, and teaching and mentoring junior-ranking cadets, depending on how far the cadet-leaders have advanced in their program. The cadets' grade structure and military-style chain of command reinforces this leadership concept. Every activity should allow cadets opportunities to lead, under senior supervision.

d. Challenge. CAP challenges youth. It might be the physical challenge of conquering an obstacle course, an academic challenge to master aerospace and leadership concepts, a moral challenge to live the Core Values, or a personal challenge to know oneself better and gain self-confidence. Because of these challenges, the Cadet Program is intended for *young adults*, not *children*. Every activity should challenge cadets in one way or another.

e. Fun. CAP is supposed to be fun. New friends and great opportunities are the hallmarks of cadet life. The cadets who work hard in CAP reap the most benefits, but the program ought not be another form of school – it needs to be fun, hands-on, rewarding, and exciting. Proper adult supervision, a pro-safety attitude, and teamwork built upon mutual respect keep the cadet experience enjoyable. Every activity should be fun, for cadets and their adult leaders alike.

1-3. Cadet Oath. A cadet oath serves as a training aid and states how cadets pledge to approach the challenges of cadet life. The CAP Cadet Oath is as follows:

"I pledge that I will serve faithfully in the Civil Air Patrol Cadet Program, and that I will attend meetings regularly, participate actively in unit activities, obey my officers, wear my uniform properly, and advance my education and training rapidly to prepare myself to be of service to my community, state, and nation."

1-4. Program Setting. Cadets experience the Cadet Program through a community- or school-based unit. A community-based unit has no formal connection to a school, relying upon the community at large to support it. A school-based unit is formally affiliated with a public or private school and has been assigned an 800-series unit charter number. Regardless of setting, there is only one Cadet Program; all cadet units use the same curriculum and operate in accordance with this regulation.

1-5. Cadets Temporarily Living Abroad. Cadets who will be living overseas and wish to remain active in CAP may join an overseas unit. If an overseas unit is not available at the cadet's location, National Headquarters may allow the cadet to progress through independent study, on a case-by-case basis. Independent study is available only to cadets who will be living abroad.

1-6. Program Elements. To fulfill its mission, the Cadet Program is organized around four main program elements: leadership, aerospace, fitness, and character. A fifth element – activities – offers cadets a venue for putting the four main elements into practice. Generally speaking, to advance in their program and earn awards, cadets must complete one task for each program element per achievement. See chapter 5 for details.

a. Leadership.

(1) Goal. The goal of the Cadet Program's leadership element is to develop in cadets the ability to think independently and lead others in an atmosphere of teamwork and mutual respect.

(2) Methods. CAP introduces youth to Air Force perspectives on leadership through self-paced study, classroom instruction and hands-on opportunities to apply leadership principles to real-world challenges. Senior members, acting as mentors and instructors, help the cadets develop their leadership potential. Cadets use the *Learn to Lead* or *Leadership for the 21st Century* textbook series and AFMAN 36-2203, *Drill and Ceremonies*, as their main resources for completing promotion requirements. Furthermore, cadets must wear the uniform properly (see CAPM 39-1, *Civil Air Patrol Uniform Manual*).

(3) Test Instruments. Cadets must pass multiple-choice tests of their leadership knowledge to complete most achievements and earn milestone awards (see chapter 2). Some tests require cadets to perform drill and ceremonies. Achievement 8 and the Eaker Award includes a speech and essay assignment. Cadets' achievements in the Staff Duty Analysis program are measured through reports and staff service, as explained in paragraphs 5-11b and 5-12b, and in CAPP 52-14, *Staff Duty Analysis Guide*.

b. Aerospace.

(1) Goal. The goals of the Cadet Program's aerospace education element are to inspire in youth a love of aviation, space, and technology; provide them with a foundation in aerospace's scientific principles; and introduce them to aerospace career opportunities.

(2) Methods. CAP introduces cadets to aviation, space, and technology through self-study and group-study methods.

(a) Textbook Instruction. Cadets study the *Aerospace Dimensions* modules (1st or 2nd edition) during Phases I and II of the Cadet Program, and the *Aerospace: The Journey of Flight* text (1st or 2nd edition) during Phases III and IV. Senior members and experienced cadets act as aerospace instructors and mentors.

(b) Hands-On Learning. Cadets also have opportunities for hands-on learning through the model rocketry, Satellite Tool-Kit and Aerospace Excellence (AEX) programs (see capmembers.com/library for links to these resources). AEX provides local leaders with a hands-on aerospace activity program that is educational, fun, and gives cadets the opportunity to learn more about aerospace and STEM-related subjects (Science, Technology, Engineering, and Math). Each unit that has cadet members will conduct at least one AEX activity per quarter. Local leaders can order a copy of the AEX modules free through eServices. For details on the AEX program, and the related AEX Awards Program, please see CAPP 15, *Aerospace Education Officers' Handbook*. Additionally, cadets may experience flight through orientation flights (see paragraph 8-5).

(3) **Test Instruments.** Cadets must pass a multiple-choice test of their aerospace knowledge for most achievements (see [CAPVA 52-100, Cadet Super Chart](#)). The Mitchell, Earhart and Spaatz Award exams also test cadets' aerospace knowledge.

c. Fitness.

(1) **Goal.** The goal of the Cadet Program's fitness element is to develop in cadets a habit of regular exercise.

(2) **Methods.** The fitness program encourages units to provide drills, games and other activities that promote physical fitness. Commanders should schedule time for cadet fitness training; simply administering the fitness tests described below is not sufficient (see CAPP 52-18, Cadet Physical Fitness Program, for suggested activities). Physical exercise in the Cadet Program will be used only to improve cadets' physical fitness while increasing confidence, teamwork and determination. Fitness training will not be used as a form of punishment or as a vehicle to teach remedial discipline.

(3) **Test Instruments.** As new cadets join CAP, unit commanders assign them to the appropriate physical fitness category, as explained in paragraph 2-12. CAP expects each cadet to exercise regularly and participate in the unit's physical fitness program. For details on the Cadet Physical Fitness test, see paragraph 5-8.

d. Character.

(1) **Goal.** The goal of the Cadet Program's character element is to develop in cadets an ability to think critically about moral and ethical issues, and the commitment to live CAP's Core Values.

(2) **Methods.** CAP develops character in cadets through mentoring, character education and activities that promote a drug free ethic.

(a) **Mentoring.** Through formal and informal mentoring, cadets have opportunities to learn from close, trusted, experienced advisors. The cadet chain of command reinforces the concept that ranking cadets have a responsibility to mentor their juniors, as senior members have a responsibility to mentor the ranking cadets. Mentoring and character development are ongoing, open-ended facets of the Cadet Program.

(b) **Character Forums.** Unit commanders will provide a character development program for cadets, using the resources found at capmembers.com/character. A CAP chaplain or character development instructor (CDI) should coordinate the program. In units without a chaplain or CDI, the commander may temporarily lead character forums, but should endeavor to recruit a chaplain or CDI as soon as possible. During character forums, cadets examine moral and ethical issues, but the forums are not religious meetings.

(c) **Drug-Free Activities.** CAP challenges all cadets to become ambassadors of the drug-free ethic. See CAPR 51-1, *Drug Demand Reduction Program*, for details.

(3) **Evaluation Instruments.** Cadets are evaluated informally, as the senior member conducting character forums monitors the degree to which each cadet is participating in the activity. More importantly, leaders observe cadets' overall conduct and outward signs of moral character. The cadets' adherence to the Core Values is discussed during leadership feedback meetings (see paragraph 5-2c).

e. Activities.

(1) **Goal.** The goals of the Cadet Program's activities element are for cadets to apply their leadership skills, explore aerospace careers and display their overall enthusiasm for the cadet ethic.

(2) Methods. Each unit decides what activities it undertakes based on the interests of its leaders and members. All units should strive to be well-rounded and offer activities encompassing all three CAP missions. The cadet staff should help plan and lead unit activities. Cadet activities should be “hands-on,” enabling cadets to apply what they have learned in the other four program elements. Activities may be conducted locally, regionally and at the national level. All activities must emphasize safety (see chapter 2) and require planning to succeed (see paragraph 4-3). Units may establish an activities committee to help manage cadet events. In Phases III and IV, cadets serve as mentors and instructors, respectively, helping junior cadets advance in leadership, aerospace education or physical fitness.

(3) Evaluation Instruments. Each activity should have an educational or training goal and at least one objective that is specific and measurable, but there is no standard, formal test instrument for cadet activities. However, commanders should seek feedback from cadets and staff on ways to improve local activities. For major events, activity directors should provide their commander with an “after action report” that discusses the activity's successes and lessons learned. Units should keep these reports in a continuity file to aid in the planning of future activities.

1-7. System of Achievements. Through study and performance, cadets work through a series of sixteen achievements and five milestone awards. Generally, cadets must complete one task in each program element to complete each achievement or award (this principle varies – see chapter 5). Further, each achievement and award is grouped into one of four phases. As cadets progress, they advance in grade, increase the scope of their leadership responsibilities, earn awards, and become eligible for nationally-sponsored activities and scholarships. [CAPVA 52-100](#) illustrates the Cadet Program’s system of achievements.

CHAPTER 2 – ADULT LEADERSHIP & THE SAFETY CULTURE

2-1. Adult Supervision. Adult CAP members support cadets as mentors, instructors, supervisors, chaperones, and in countless other roles. The success of a cadet unit is largely a function of the quality of the adult leadership.

a. Role of Adult Leaders. A critical duty of adult leaders is to keep cadets safe by monitoring their conduct, following operational risk management (ORM) principles, and exercising sound judgment. Unit commanders will take all reasonable measures necessary to protect cadets from harm while under CAP supervision. Senior members will be present at all activities involving cadets. Detailed position descriptions for the senior staff are suggested in CAPP 216, *Cadet Program Officers' Handbook and Specialty Track Study Guide*. CAPP 52-15, *Cadet Staff Handbook*, also discusses the senior / cadet leadership relationship. For guidance on the Cadet Protection Policy, see CAPR 52-10, *CAP Cadet Protection Policy*, and the cadet protection training materials available at capmembers.com/cppt.

b. Cadet Sponsor Members. Cadet Sponsor Member (CSM) is a membership category established to allow parents, grandparents and guardians of current CAP cadets to assist their unit's cadet program. They may serve as chaperones, help with transportation, and perform other tasks in support of the Cadet Program at the discretion of the unit commander. For further details, see CAPR 39-2, *Civil Air Patrol Membership*.

c. Standard of Training. Because no cadet unit can succeed without adult leadership, every cadet unit should have at least two graduates of the Training Leaders of Cadets course assigned (see paragraph 2-2a). If a unit does not meet this requirement, the commander must develop a plan for doing so.

2-2. Adult Professional Development. The principal way for senior members to become effective leaders of cadets is via the Cadet Programs Officer specialty track in the Senior Member Professional Development Program. See CAPP 216, *Cadet Program Officers' Handbook & Specialty Track Guide*, and CAPR 50-17, *CAP Senior Member Professional Development Program*, for details.

a. Training Leaders of Cadets. The centerpiece of the Cadet Programs Officers' specialty track is the Training Leaders of Cadets (TLC) course. It prepares seniors to lead cadets at the unit level. TLC is administered at the group level or higher and should be conducted at least once per year in each wing. The commander of the host echelon selects the course director, who should possess a master rating in the Cadet Programs Officer specialty track. To foster a learning environment that encourages open discussion among seniors, cadets are prohibited from participating in TLC. Students must complete 80% of the course to graduate. They receive credit for graduating when their course director submits a CAPF 11, *Senior Member Professional Development Program Director's Report*, to National Headquarters and their record is updated in eServices. For course materials, see capmembers.com/tlc.

b. Required Staff Training. The Required Staff Training (RST) course is a program for senior members and ranking cadets that focuses on leadership challenges at lengthy cadet activities. Cadets and seniors who serve on the staff of an encampment, national cadet special activity, region cadet leadership school, or a similar cadet activity lasting 4 nights in duration or longer, or at any other cadet activity designated by the wing commander, will complete the RST in accordance with CAPP 52-12, *Required Staff Training*.

2-3. Respect for Others. To learn and grow as leaders, cadets require an environment of mutual respect and courtesy. Accordingly, CAP cadets must treat each other, their senior member leaders, and all CAP members with common courtesy and respect. CAP cadets will not intentionally insult or mock other members, and will not use racial, cultural, or ethnic slurs at any time.

a. Decorum. Cadets will conduct themselves in a professional and appropriate manner at all times while at CAP meetings or activities. Cadets will not engage in inappropriate touching or public displays of affection by kissing, hugging or holding hands (or similar conduct) while in uniform.

b. Fraternization. The Air Force has always prohibited unduly familiar personal relationships between leaders and followers to avoid favoritism, preferential treatment, or other actions that undermine order, discipline, and unit morale. Similarly, it is important for CAP members to avoid unduly familiar relationships with other members, while recognizing that proper social interactions and appropriate personal relationships are necessary to unit morale, esprit de corps and effective mentoring. It is not inherently improper for cadets to have personal or romantic relationships with other cadets; however, relationships between cadets of substantially different ranks, or between cadets within the same chain-of-command, are discouraged. Because seniors have intrinsic supervisory authority over cadets, senior members will not date or have an intimate romantic relationship with a cadet at any time, regardless of the circumstances.

2-4. Policy on Abuse. Adult leaders will be alert to situations of potential abuse of cadet members.

a. Expectations. CAP expects its members to avoid even the appearance of impropriety involving cadets, and to report suspected abuse immediately as directed by CAPR 52-10, paragraph 1. CAP is committed to doing everything reasonably possible to combat the potential for child abuse within the organization.

b. Screening and Training. All senior members must complete the screening process outlined in CAPR 39-2 and complete Cadet Protection Program Training (CPPT) before working with cadets (see CAPR 50-17). Members who have not completed CPPT, as recorded in eServices will not act as the primary supervisor at cadet activities or associate with cadets in any way without the in-person supervision of a senior member who has completed CPPT and the screening process (see CAPR 52-10).

c. Cadets and CPPT. Completion of CPPT is required of all cadets within 6 months following their 18th birthday, or if a promotion is due during that period, prior to the promotion. Cadets become eligible to participate in CPPT upon turning 17 years of age.

d. Age Separation. Activity directors should be aware that there are differences in the physical and emotional development of the youth aged 12 to 20 who comprise the cadet corps. Those differences warrant consideration when planning activities, especially during personal events such as sleeping and showering. For example, cadets sharing a room or tent should be billeted with other cadets close to their own age, when possible.

2-5. Policy on Controlled Substances.

a. Drug-Free Cadet Ethic. Regardless of age, cadets will not possess or consume tobacco products, alcoholic beverages, or illegal drugs in any form while participating in a CAP activity.

b. Prescription Medication. The administration of both legal prescription and legal non-prescription medication(s) is the responsibility of the CAP member and not the CAP Corporation. The authority for members who have reached the age of majority to bring legal medications to CAP activities is vested with that member. The authority for members who have **not** reached the age of majority to bring legal medications to CAP activities is vested with that member's parent or legal guardian.

c. Adult Conduct. Senior members should exercise discretion when drinking alcoholic beverages or using tobacco products at CAP activities when cadets are present. Seniors should avoid drinking alcohol or using tobacco when they are directly working with cadets or when they are in a confined space with cadets. Additionally, seniors who are not working with cadets should avoid

excessive alcohol consumption when they can reasonably expect to encounter cadets thereafter. Commanders may establish designated smoking and non-smoking areas and designate areas as “off-limits” to cadets.

2-6. Operational Risk Management. All adults who work directly with cadets are expected to apply operational risk management (ORM) principles during cadet activities. Typically, special ORM requirements apply to activities that are 2-days in duration or longer. See CAPR 62-1, *CAP Safety Responsibilities and Procedures*, and capmembers.com/orm for guidance.

2-7. Training in Hot Environments. For all cadet activities, commanders will adhere to the fluid replacement and work load limitations described in CAPP 52-18.

2-8. Operational Missions. Cadets may participate in emergency services missions, provided that they meet the criteria outlined in CAPR 60-3, *CAP Emergency Services Training and Operational Missions*.

2-9. Flight Safety.

a. Flight Safety Training. For cadet activities that involve formal flight instruction, operational flying, or intensive flight line work (but not CAP or military orientation flights), special safety requirements may apply. See CAPR 60-1 and CAPR 62-1 for details.

b. Parachuting and Ultralight Vehicles. Cadets may not fly ultralights, aerolights, para-sail, or engage in similar activities at CAP activities. Parachuting is also prohibited as a cadet activity. However, indoor skydiving (i.e.: using a vertical wind tunnel) is permitted.

2-10. High Adventure Activities. With “challenge” being one of the key traits of cadet life (see paragraph 1-2), commanders are encouraged to offer cadets youth-scaled, high adventure activities (HAA). HAAs include rappelling, obstacle courses, low-ropes courses, water survival courses, and similar endeavors. Short day hikes, compass courses, and bivouacs are routine aspects of cadet life and therefore are not considered HAAs. Unit commanders and activity directors will submit CAPF 54, *Civil Patrol High Adventure Activity Request*, to the wing commander for approval. Also, the unit commander or activity director will use the CAPF 54 to inform the wing commander on the safety precautions that will be in place. HAAs will be conducted only with the wing commander’s approval using CAPF 54. Cadets must obtain written permission from their parent or legal guardian via a completed CAPF 31, *Application for CAP Encampment or Special Activity*, to participate in HAAs.

a. Safety Precautions. Activity directors must take the safety precautions shown below. They are also encouraged to review the Operational Risk Management pages at capmembers.com/orm.

(1) Emergency Plan. The activity director (or designee) will develop a plan for responding to medical emergencies on the course. The plan must include the ability to communicate quickly with 911 or emergency responders.

(2) Staff Walk-Through. Before cadets participate in HAAs, a senior member and a representative from the organization that manages the facility or program must walk-through the course together and discuss the challenges and safety issues presented by each obstacle or activity. They will decide together which obstacles or activities are appropriate for cadets, which should be modified (if feasible), and which will be considered off-limits.

(3) Cadets’ Walk-Through. An instructor must walk-through the course or activity with the cadets, explaining the proper methods for completing the various challenges presented. (For leadership reaction courses, instructors provide a general safety but do not reveal the puzzle’s solution.)

(4) **Spotters.** Spotters or safety monitors should be stationed at the most challenging stations, ready to assist cadets as needed.

(5) **Safety and Accommodations.** Activity directors will make reasonable accommodations so that cadets who have special needs or physical limitations can safely participate in HAAs (e.g.: provide an extra spotter, provide a boost over obstacles, etc.). However, if the nature of the HAA makes the activity inappropriate for a cadet's particular abilities, the activity director may limit that cadet's participation.

b. **Scouting.** CAP units that are dual-chartered with a Scouting program will conduct HAAs within this regulation or unmistakably conduct itself under the auspices of the Scouting program only (see paragraph 10-2).

c. **Rappelling.** Rappel training is a HAA encouraged as a confidence-building event. Cadets will rappel during CAP activities only under the following conditions:

(1) **Personnel and Facility.** Cadets will rappel only on DoD / National Guard / Fire Department installations and under the supervision of DoD / National Guard / Fire Department personnel qualified to teach rappelling safely; or on DoD / National Guard / Fire Department installations and under the supervision of CAP senior members trained and qualified on a DoD/ National Guard-approved Rappel Instructor Syllabus; or under the supervision of current and qualified DoD rappel-masters.

(2) **Safety Equipment.** Cadets must wear protective equipment, to include, at minimum, helmets and gloves during rappel training. Cadets will use equipment that has been properly inspected and approved for use by qualified DoD / National Guard / Fire Department rappel-masters or by CAP senior members trained and qualified on a DoD/ National Guard-approved Rappel Instructor Syllabus.

(3) **Waivers.** Wing commanders may authorize use of commercial or CAP instructors, facilities, and/or equipment by granting a waiver in advance and in writing. The wing commander must be satisfied that the rappelling activity will be carried out with the utmost regard for safety, and that commercial installations, instructors and/or equipment meet or exceed established DoD standards.

d. **Rock Climbing.** Simulated rock climbing (ie: rock walls or indoor climbing) is permitted as a cadet activity when conducted at a commercial or government facility. It is not considered a HAA.

2-11. Weapons. There will be no firearms, air guns, paint guns or any devices that could be used as weapons at cadet activities. The only exceptions to this policy are:

a. **Deactivated Firearms.** Cadets may use facsimile or deactivated firearms only as part of an honor guard or color guard. A deactivated firearm is one that will prevent the insertion of ammunition or the firing of a weapon. A facsimile is a copy that is not capable of firing ammunition.

b. **Firearm Training.** Cadets may participate in firearm training if the wing commander approves the training facility and sponsoring personnel or agency in advance and in writing. For additional guidance, see CAPR 900-3, *Firearms: Assistance to Law Enforcement Officials*. Training must be sponsored and supervised by military personnel qualified as range officers or range safety officers; local law enforcement officers qualified as firearms instructors; or National Rifle Association, National Skeet Shooting Association, or Amateur Trap Shooting Association firearms instructors.

c. Paint Ball & Simunitions. Due to liability, public image, and safety considerations, paintball is not authorized as a stand-alone CAP activity. However, to maximize career orientation opportunities, cadets may participate in paint ball or simunition-type (force-on-force marking cartridge) training activities only with the written permission of the wing commander, and only under the supervision of a law enforcement agency or military unit. During these activities, cadets must wear protective equipment to include, at a minimum, head and face protection, plus any additional gear required by the host agency. Throughout the event, cadets must be under the direct supervision of a non-participating senior member. Cadets must also obtain written permission from their parent or legal guardian via a completed CAPF 31, *Application for CAP Encampment or Special Activity*, to participate in paint ball or simunition-type activities.

2-12. Physical Fitness Categories. Commanders must be aware that some cadets' participation in physically strenuous activities will be limited by their abilities or medical conditions.

a. Assigning Cadets to Fitness Categories.

(1) Initial Assignment. The squadron commander assigns each cadet to a physical fitness category when the cadet joins CAP, based on the information the cadet includes on his or her CAPF 15, *Application for Cadet Membership in Civil Air Patrol*.

(2) Subsequent Assignments. If the cadet's medical condition changes, the squadron commander confers with the cadet's parents and/or physician and reassigns the cadet to the appropriate fitness category. See CAPP 52-18 for a suggested fitness category assignment form.

(3) Spaatz Award Exam. Cadets assigned to Category III or IV must provide documentation supporting their restricted status, endorsed by their physician and unit commander, when attempting the Spaatz Award exam. National Headquarters may consult with the cadet's physician to verify if the assignment to Category III or IV is warranted. See CAPP 52-18 for a suggested form.

b. Category I – Unrestricted. Cadets assigned to Category I are in good health and may participate in the physical fitness program without restriction.

c. Category II – Temporarily Restricted. Cadets assigned to Category II are temporarily restricted from all or part of the Cadet Physical Fitness Training (CPFT) due to a temporary condition or injury. Temporary conditions include broken bones, post-operative recovery, obesity, and illness. Normally, cadets will not exceed 6 months in this category without their condition being re-evaluated. To qualify for promotions while assigned to Category II, cadets must pass the CPFT events from which they are not restricted, with waived events being scored as a "pass" (see paragraph 5-8). However, cadets may not earn milestone awards while assigned to this category; they must wait until they return to Category I, or meet the Category III or IV criteria described below.

d. Category III – Partially Restricted. Cadets assigned to Category III are indefinitely or permanently restricted from a portion of the cadet physical fitness program due to a medical condition or injury that is chronic or permanent in nature, as certified by a physician. Cadets are still required to complete and pass the CPFT events from which they are not restricted.

e. Category IV – Indefinitely Restricted. Cadets assigned to Category IV are indefinitely or permanently restricted from participation in the entire physical fitness program due to a medical condition or injury, as certified by a physician. Cadets in this category are exempt from all CPFT requirements indefinitely.

CHAPTER 3 – ORIENTATION & ADMINISTRATION

3-1. Initiation Into the Cadet Program.

a. Cadet Recruitment. All cadet units are expected to strive for positive growth, as measured from year to year. All cadet units must conduct at least one recruiting campaign or open house each year. Units that conduct an open house similar to what is suggested in CAPP 52-9, *Cadet Great Start*, satisfy this requirement. The group or wing must provide mentoring to leaders whose units are not showing positive annual growth.

b. Cadet Orientation. All units that have cadet members must follow a detailed, systematic plan for introducing prospective cadets to CAP and transforming those young people into cadet airmen within 60 days. Units should match each newcomer with a mentor who accompanies them during meetings, introduces them to the squadron, assists in their orientation and generally makes them feel welcome. The orientation must also include a parents' introduction to CAP. Units that use the *Cadet Great Start* curriculum and *Parents' Guide to CAP* satisfy this requirement.

c. Membership. Prospective cadets apply to join CAP according to the procedures found in CAPR 39-2. Upon joining CAP, new cadets receive the "New Cadet Kit," which includes cadet texts, a *Parents' Guide to CAP*, and other resources. Prospective cadets officially become members of CAP when National Headquarters adds their name to the unit roster in eServices. See paragraph 3-2 for information on how to establish cadet records.

d. Cadet Uniform Program. Upon joining CAP, cadets are eligible to receive an Air Force-style blues uniform at no cost, depending on the availability of federal funding through the Air Force. Cadets request a uniform using the Cadet Uniform Program feature in eServices. Cadets who leave CAP within their first year of membership are expected to return the uniform items to the unit so the commander may issue the uniform to another cadet. Additional information about the Cadet Uniform Program is available at capmembers.com/newcadet.

3-2. Managing Cadet Records.

a. Master Record. The unit establishes and maintains an electronic or hard copy master record for each cadet upon their joining CAP. Units are encouraged to use the online Cadet Promotions Application (available through eServices) for tracking Cadet Program accomplishments. Alternatively, the hard copy CAPF 66, *Cadet Master Record*, may be used in lieu of the Cadet Promotions Application. Units also may augment the Cadet Promotions Application or CAPF 66 with spreadsheets or databases to track the cadets' accomplishments.

b. Phase Certification Forms. If the unit is **not** using the online Cadet Promotions Application to track cadet advancement, each cadet's personnel file must include a CAPF 52 series, *Phase Certification Form* (CAPF 52-1, 52-2, 52-3, or 52-4 as appropriate). The CAPF 52 series forms are temporary records charting a cadet's progress within each phase of the Cadet Program. When a cadet completes a phase, he or she forwards the completed CAPF 52 to National Headquarters for validation and processing of the milestone award. In contrast, the Cadet Promotions Application software automatically processes milestone awards, negating the need for maintaining and transmitting a hard copy CAPF 52.

c. Inspecting & Transmitting Cadet Records. Cadets and their parents may inspect their personnel files at any time. Personnel files will be freely given to the gaining unit commander if the cadet transfers units. During a transfer, the old and new commanders must ensure the cadet's records are complete and up-to-date. Commanders must ensure all records are treated in accordance with CAPR 10-2, *Files Maintenance and Records Disposition*, and CAPR 39-2, *Civil Air Patrol Membership*. If the unit has been using the Cadet Promotions Application, the cadet's new commander will automatically receive access to that data when National Headquarters processes the transfer. However, those units still need to forward the CAPF 15 membership application signed by the cadet's parent or guardian, plus any other records that have been kept in hard copy.

d. Problem Records. Occasionally, cadet records are found to be incomplete, especially if a cadet transfers units or new leaders take charge of a squadron. In such instances, the new commander should attempt to contact the cadet's previous leaders to obtain help in clarifying the record. If that option is not available, the new commander may exercise discretion in reconstructing the cadet's record as best as possible, recording approximate dates for completing tests, achievements, and the like. Cadets are not to be penalized for a senior staff's poor recordkeeping, but commanders must take reasonable steps to uphold the integrity of cadet awards. In no circumstance may a unit commander backdate a Mitchell, Earhart, Eaker, or Spaatz Award.

CHAPTER 4 – CADET OPERATIONS

4-1. Cadet Organization and Staff. The unit commander assigns ranking cadets to the unit's cadet staff so they may put into practice the abstract leadership concepts they study in their textbooks. As discussed in paragraph 1-2, the opportunity to lead and challenge are key traits of cadet life. Commanders should encourage the maximum use of their cadets both in planning and conducting the Cadet Program. See CAPP 52-15 for guidance on cadet staff term limits, cadet staff selection procedures, and how the role of seniors changes as cadets advance.

a. Design Considerations. There is no standard organizational structure for a cadet staff. Each unit should design a staff structure that is appropriate for its mix of cadets, be the unit big or small, top-heavy or bottom heavy. See CAPP 52-15 for suggested cadet staff organizational structures, duty assignments appropriate for each cadet grade, and detailed position descriptions.

b. Advanced Positions. Cadets may not serve in any of the senior member staff positions listed in CAPR 20-1, *Organization of Civil Air Patrol*, but may serve as assistants to those officers. Phase I and II cadets who serve as staff assistants may not use that service to fulfill staff duty analysis requirements.

4-2. Unit Goals. Every cadet unit will establish annual goals that describe the activities, projects, and new endeavors the unit plans to accomplish in support of its cadets during the coming year. Goals are to be specific and measurable. The unit's leadership team should revisit their annual goals quarterly. For suggestions on how to create "SMART Goals," see CAPP 52-15 and Figure 4-1 below.

4-3. Cadet Activities. Most squadrons meet weekly for approximately 2 to 2.5 hours. Some school-based squadrons meet more frequently and other schedule paradigms are allowed, provided cadets receive approximately 8 contact hours per month, at a minimum. The cadet staff, with senior member guidance, plans the program.

a. Weekly Squadron Meetings.

(1) **Content Requirements.** Commanders should program their unit's weekly meetings such that cadets receive the training content outlined in Figure 4-2. The unit may deviate from those guidelines if holidays, inclement weather, special activities, or the like interfere with the unit's normal schedule.

(2) **The Cadet Syllabus.** Unit meetings should be planned well and sequenced such that the activities of one meeting lay a foundation for the activities of succeeding meetings, whenever possible. See the *Cadet Programs Resource & Planning Guide* at capmembers.com/library for a suggested plan.

(3) **Scheduling Requirements.** Approximately one week before each weekly unit meeting, the commander should ensure that a detailed schedule is developed, coordinated among the staff, and published. This schedule should identify what the unit aims to accomplish during its next meeting. No particular format is mandated, but CAPP 52-15, *Cadet Staff Handbook*, includes a suggested template.

b. Special Weekend Activities. Once per month, on average, every community-based cadet unit should offer its cadets an opportunity to participate in at least one special event beyond the weekly meeting. Events conducted with a neighboring unit or higher headquarters satisfy this requirement. See Figure 4-3 for suggestions on how to meet this goal without overwhelming local resources.

(1) **Activity Calendars.** Each cadet unit should maintain a calendar listing all cadet events the unit plans to host or participate in during the coming year, updating the calendar throughout the year as necessary. At a minimum, all special events (except events that are small in scope and involve only a small portion of the unit) should be announced at least 2 weeks in advance to allow cadets time to plan accordingly. Unit commanders will establish a means for sharing the activity calendar with cadets and their parents (e.g.: via a website or e-mail bulletin).

(2) **Wing and Group Support.** Wings or groups should host at least one cadet activity per quarter.

(3) **Special Activity Schedules.** Any time the unit conducts a special event beyond the weekly squadron meeting, the unit commander should ensure that a written schedule is created in advance, outlining what the unit aims to accomplish at that event.

“SMART” Goals

“SMART” goals are Specific, Measurable, Attainable, Realistic, and Tangible. In simple, but direct language, they explain what a unit aims to do. They are “dreams with deadlines,” and answer the question, “Where do we want to take our unit?” Some examples of SMART goals that a cadet unit might adopt include:

- *Form, outfit, and train a cadet color guard proficient in all standard color guard maneuvers. March in our town’s Memorial Day and Veterans’ Day parades and compete in the wing color guard competition.*
OPR*: Leadership Education Officer & Cadet First Sergeant
- *Participate in the model rocketry program. Provide classroom training leading to the squadron building and launching model rockets, using the CAP Model Rocketry handbook as a guide. Have 15 cadets earn their rocketry badges. Investigate the possibility of inviting local Cub Scouts to attend a rocket launch.*
OPR: Aerospace Education Officer
- *Conduct a Cadet Open House in May and September, targeted at the 7th and 8th grade students in our local area. Orientate cadets using the Cadet Great Start program. By year’s end, have increased cadet membership by 10%.*
OPR: Deputy Commander for Cadets & Cadet Commander

* OPR: Office of Primary Responsibility – the staff officer(s) tasked with leading the unit’s efforts on a project

Figure 4-1. Sample Annual “SMART” Goals

Minimum Monthly Contact Hours

Leadership: 1.5 hours

Includes classroom instruction, drill and ceremonies, team leadership problems, and similar activities.

Aerospace: 1.5 hours

Includes classroom instruction, “AEX” activities, tours, rocketry, Satellite Tool Kit, and similar activities.

Fitness: 1 hour

Includes fitness games, drills, orienteering, classroom instruction, fitness testing, and similar activities.

Character: 1 hour

Includes character forums, DDR programs, mentoring, guest speakers, and similar activities.

These guidelines provide a baseline for cadet training, expressing CAP's desire for units to offer activities relating to each of the four main program elements over the course of each month. Units may exceed these guidelines and fill any remaining contact hours with electives (e.g. special projects, emergency services training, community service, etc.). Units may be required to conduct safety training (see CAPR 62-1, *CAP Safety Responsibilities and Procedures*).

Figure 4-2. Minimum Monthly Contact Hours

Weekend Activities

The Goal: To ensure cadets have an opportunity to attend at least one weekend event (something beyond the weekly unit meeting) per month. This goal can be met without overwhelming local resources by working with wing and/or group headquarters and neighboring squadrons. In the example below, the local squadron is hosting about one activity per quarter, on average, and yet still provides its cadets with at least one special event per month.

<u>Month</u>	<u>Sponsored by Our Squadron</u>	<u>Sponsored by Wing, Group, or Another Squadron</u>
January	Field trip to state aviation museum	
February		Wing Cadet NCO Academy
March		Spring bivouac with XYZ Squadron
April	Cadet Orientation Flights	
May	Memorial Day Parade	
June		Model Rocketry Day with XYZ Squadron
July		Summer Encampment
August	Day Hike: Mt. Curry	
September		Airshow at Curry AFB, coordinated by Wing
October	Cadet Orientation Flights	
November		Wing Color Guard Competition
December		Wing Cadet Ball

Figure 4-3. Sample Plan for Offering at Least One Special Activity Per Month

4-4. Attendance and Retention.

a. Expectations of Cadets. Cadets are required to participate actively in their local unit if they are to progress in the Cadet Program. Excessive, unexcused absences may be cause for termination from CAP (see CAPR 35-3, *Membership Termination*). Any school-related activity is considered an excused absence. Cadets are responsible for informing their leaders in advance if they expect to be absent. School-related absences do not excuse cadets from promotion requirements.

b. Cadet Retention. All cadet and composite squadrons will maintain attendance rosters and monitor their cadet membership retention rate, especially for first-year cadets. When first-year cadets do not attend any cadet activities within the previous 30 days, the unit commander will ensure someone contacts them to invite them to participate more actively or learn why they have not been attending CAP events. Any unit that can show it actively reaches out to absent cadets satisfies the intent of this rule.

c. Cadet Morale. During unit visits, officers may casually meet with cadets to gauge their morale and check the quality of cadet life.

4-5. Cadet Flying. Surveys show that the desire to fly is the most common reason youth join CAP. Units are responsible for coordinating their flying needs with the wing. Wings are responsible for developing plans to maximize flying opportunities for cadets in every unit within the wing. Working with their units, the wing should provide each cadet with a flight in CAP or military aircraft within 90 days of joining, as budgets and mission tempo allow. Furthermore, wings will strive to provide each cadet with at least one flight per year, if funds are available. See chapter 4 and CAPP 52-7, *Cadet Orientation Flight Syllabus*, for details. Regions and Wings are authorized to issue a supplement to this paragraph.

CHAPTER 5 – CADET ADVANCEMENT

5-1. Progression.

a. Sequence and Spacing. Cadets complete achievements and milestone awards sequentially. See [CAPVA 52-100](#) for the Cadet Program's path of progression. Cadets may complete Achievement 1 any time after joining CAP. They may attempt the Spaatz Award exam any time after completing Phase IV (see paragraph 5-13). All other achievements require a minimum separation of 8 weeks (56 days) between each achievement and milestone award (except as noted for JROTC in chapter 10).

b. Milestone Awards. There are five milestone awards in the Cadet Program: the Wright Brothers Award (Phase I), the Billy Mitchell Award (Phase II), the Amelia Earhart Award (Phase III), the Ira Eaker Award (Phase IV), and the Carl A. Spaatz Award, which is the highest award in the CAP Cadet Program. Milestone awards mark the cadet's transition from one phase of the Cadet Program into another phase where he or she will assume new leadership roles commensurate with his/her increased maturity and development as a cadet.

5-2. Cadet Promotions.

a. Eligibility. To become eligible for advancement in the Cadet Program, cadets typically must complete one task in each program element. (This principle sometimes varies; see paragraphs 5-9 through 5-12 and [CAPVA 52-100](#).) The unit commander is the approving authority for all achievements and awards. To be eligible for a promotion, the cadet must:

- (1) Be a current cadet member of CAP.
- (2) Possess a CAP uniform and wear it properly.
- (3) Be capable of reciting the Cadet Oath from memory (see paragraph 1-3).

b. Significance of Promotions. By approving a promotion, the commander is attesting to the cadet's ability to accept the increased responsibilities that accompany the promotion.

c. Leadership Feedback. Commanders must ensure each cadet receives constructive feedback using the CAPF 50, *Cadet Leadership Feedback*, at least once per phase. (The CAPF 50 series includes four forms – CAPF 50-1, CAPF 50-2, CAPF 50-3, and CAPF 50-4 – one for each phase in the Cadet Program). Senior members and cadet officers may conduct CAPF 50 evaluations (cadet officers may evaluate cadets who are junior to them in grade). Commanders may approve or disapprove the evaluation; ultimately the commander must ensure the cadet's progress is evaluated properly. The "Leadership Expectations" shown in [CAPVA 52-100](#) outlines in broad terms what level of leadership skill cadets should be demonstrating during each phase of the Cadet Program. Commanders will use those goals as a guideline (not a definitive, absolute list of required skills) when making promotion decisions and mentoring cadets.

d. Promotion Boards. Although not required, squadrons may hold promotion boards (sometimes called boards of review), to help the commander decide if cadets are ready to accept the increased responsibilities that come with their promotions. If used, promotion boards must meet the following criteria:

- (1) A completed CAPF 50 must serve as the promotion board's basis for discussion.
- (2) Promotion boards will not re-test cadets on material they already passed through achievement tests.
- (3) Commanders must apply local promotion board policies consistently, with all cadets being subject to the same process.

e. Retaining a Cadet in Grade. Commanders should retain a cadet in grade if the cadet's performance or maturity does not demonstrate an ability to accept increased responsibility commensurate with the promotion. Using the CAPF 50, *Cadet Leadership Feedback*, the commander (or deputy commander) will offer constructive feedback to help the cadet develop his/her leadership skills. The commander must also schedule a follow-up review to be held within 60 days.

f. Promotions in Grade. Advancement, and the promotions in grade that accompany it, becomes official when the squadron commander (or designee) endorses the cadet's record in the Cadet Promotions Application in eServices, or alternatively, endorses the CAPF 52-series form. However, milestone awards requested using the paper-based CAPF 52-series forms do not become official until processed by National Headquarters and posted in eServices. In most instances, cadets receive a promotion in grade when completing a new achievement or award. However, this is not the case with achievements 8, 9, 11, 12, 13, 15, or 16, which confer no promotion in grade.

g. Temporary & Discretionary Grades. There are no temporary promotions or demotions, including temporary or "field" promotions or demotions at encampments and other activities. There are no discretionary grades. Cadets will wear their earned grade on their uniform at every CAP activity. The only grades authorized are those shown in [CAPVA 52-100](#).

h. Delayed Requests for Milestone Awards. National Headquarters will refuse to process a milestone award requested more than 4 months after the date that the cadet purportedly qualified for the award, unless the cadet's wing commander authorizes the award despite the delay.

5-3. Transition to Online Achievement Testing. CAP is transitioning to online cadet achievement tests, while simultaneously transitioning to a new leadership textbook. Cadets who have been studying the *Leadership for the 21st Century* text may remain in that text or transition to the new *Learn to Lead* curriculum. Cadets need to be mindful that if they do switch to the new *Learn to Lead* textbook, their milestone award exams will be based on *Learn to Lead* – there is no option for cadets to attempt milestone award exams whose questions are a mix-and-match of the "old" and "new" textbook.

a. "Old Textbook" Cadets. Cadets who decide to remain in *Leadership for the 21st Century* will continue to use the respective hard copy tests. Online tests are not available for that textbook.

b. "New Textbook" Cadets. Cadets who transition to the *Learn to Lead* text, and all cadets joining after 1 July 2010, will use the online tests created for that curriculum.

c. Aerospace Impact. All cadets are eligible to attempt their aerospace achievement tests online, as *Aerospace Dimensions* and *Aerospace: The Journey of Flight* continue to serve as the cadet textbooks.

d. Test Banking. Cadets may not test beyond their next achievement. For example, a C/TSgt may take Achievement 5 tests, but not Achievement 6 tests. The software used for the online achievement tests will automatically prevent test banking, but local leaders need to ensure "old textbook" cadets do not take hard copy tests beyond their next achievement.

5-4. Protocols for Online Achievement Tests. Cadets are permitted to attempt leadership and aerospace achievement tests online at a time and place of their convenience, via eServices. Before beginning an online achievement test, the test software requires cadets to attest to an honor statement. **Note:** This section applies **only** to achievement tests, **not** milestone award exams.

a. Test Conditions. Tests are timed and open-book.

b. Test Format. Tests will have 25 multiple-choice questions that are randomly selected from a question bank.

c. Passing Score. Online achievement tests require a grade of 80% or higher to pass. Upon passing, cadets will use the test software to review all questions that they answered incorrectly.

d. Retesting. Cadets who fail an online achievement test must wait at least 7 days before reattempting the test. Furthermore, the software will lock-out cadets who fail the same test twice, prompting those cadets to see their local leaders for mentoring, before a senior member restores their testing privileges in eServices.

e. Hard Copy Accommodations. Testing officers may print hard copies of cadet achievement tests and administer them in writing to those cadets who lack Internet access or have special needs (see paragraph 5-6). Tests remain open-book and timed with an 80% passing score as described above. Units may keep these hard copy tests or destroy them immediately after use. All test material printed will be documented on the test control at the time of printing in accordance with CAPR 50-4, *Test Administration and Security*. Destruction of test material will also be documented on the test control log.

5-5. Protocols for Paper-Based Tests & Exams. As explained in paragraph 5-3, cadets who choose to remain in the “old” *Leadership for the 21st Century* curriculum will continue to take their leadership achievement tests via hard copy. Moreover, all cadet milestone award exams (except the Spaatz Award exam, see paragraph 5-13) are available in hard copy format only.

a. Test Conditions. Paper-based achievement tests are untimed and closed-book. Milestone award exams are always closed book, but their test conditions vary as shown in Figure 5-1.

b. Family Members as Test Proctors. Members will not proctor or score tests for cadets who are related to them unless no other senior member is available to do so.

Test	Award & Subject Matter	Questions	Time Limit	Passing Score
CAPT 60 <i>L21C cadets</i> * CAPT 70 <i>L2L cadets</i> †	Wright Brothers Award	30 multiple choice 20 drill commands	Untimed	80%
CAPT 64-1 <i>L21C cadets</i> CAPT 74-1 <i>L2L cadets</i>	Mitchell Award - Leadership	50 multiple choice	60 minutes	80%
CAPT 64-2	Mitchell Award – Aerospace	50 multiple choice	60 minutes	80%
CAPT 65-1 <i>L21C cadets</i>	Earhart Award – Leadership	50 multiple choice	60 minutes	80%
CAPT 65-2	Earhart Award – Aerospace	50 multiple choice	60 minutes	80%

* *L21C Leadership for the 21st Century* † *L2L Learn to Lead*

Figure 5-1. Test Conditions for Milestone Award Exams

c. Test Format. Paper-based achievement tests will have 25 multiple-choice questions. See figure 5-1 for milestone award exam specifications.

d. Passing Score. Paper-based achievement tests require a grade of 70% or higher to pass. Milestone award exams require a grade of 80% or higher to pass. Upon passing, cadets will correct their tests and exams to 100%, open book.

e. Frequency. Commanders will allow cadets an opportunity to test at least once every 30 days. Cadets who fail tests or exams may not retest on the same date.

f. Inventory and Security. Hard copy test and exam materials must be inventoried and secured. See CAPR 50-4 for details.

g. Ordering Test Materials. Any senior member may order hard copy tests and exams for their unit's Cadet Program, via e-mail, fax, or telephone. See capmembers.com/cadetttests for details.

5-6. Cadets With Special Needs. CAP will make reasonable accommodations for cadets who have special educational needs. Unit commanders may authorize testing accommodations at their discretion. Examples of accommodations include testing orally, extending time limits, dividing the test into segments, and reducing the choices on a multiple-choice test. Before authorizing an accommodation, the unit commander should discuss the cadet's needs with the cadet's parents. Most schools use an Individualized Educational Program (IEP) to support special needs students. If a parent chooses to share the IEP information with CAP, the unit commander will adhere to all reasonable accommodations set forth in the IEP. If the commander and the cadet's parents disagree about the need for reasonable accommodations, wing headquarters will mediate and is authorized to mandate testing accommodations, if warranted.

5-7. Drill Tests. Some leadership tests require cadets to perform drill and ceremonies. Cadets may help proctor drill tests under senior member supervision. Cadets who are unable to drill due to a disability or injury will complete drill tests to the extent possible. The commander may waive all or part of a drill test for Physical Fitness Category II, III or IV cadets (see paragraph 2-12).

5-8. Protocols for the Cadet Physical Fitness Test. The Cadet Program's physical fitness element is evaluated through a performance test based on the President's Challenge program. Cadets assigned to Physical Fitness Categories I, II and III (see paragraph 2-12) must pass the Cadet Physical Fitness Test (CPFT), as required by their category, in order to complete each achievement and milestone award.

a. Events. The CPFT consists of four events: the sit and reach, curl-ups, push-ups, and a mile run or a shuttle run. For test standards and instructions on how to perform each event, see CAPP 52-18.

b. Test Administration. CAP-USAF members, CAP senior members (who need not be assigned as test control officers), and physical education teachers are authorized to administer the CPFT. Cadets may assist in proctoring the CPFT under the supervision of the test administrator.

c. Test Period. Test administrators will manage the testing process expeditiously so that each cadet will complete the CPFT in about 1 hour. Cadets must attempt all events during each test period, unless assigned to Physical Fitness Category II, III or IV.

d. Scoring. For cadets assigned to Physical Fitness Category I, the rule is "run plus two out of three." These cadets must meet or surpass the standards for their age and gender in the mile run or shuttle run, plus two of the three remaining events to fulfill promotion requirements. Cadets assigned to Physical Fitness Category II, III or IV are waived from one or more CPFT events due to a medical condition. Testing officers score each waived event as a "pass." For example, a cadet waived from the push-up need only pass the mile run or shuttle run, plus the curl-up or sit-and-reach (the push-up being scored as a "pass"). Cadets do not need to declare in advance which events they hope to pass.

e. Frequency. Tests may not be "banked"; tests completed during a previous achievement or milestone award are not applicable toward future achievements or milestone awards. Cadets must pass the CPFT during each achievement and milestone award.

f. Retests. The overall grade for the CPFT is either pass or fail. Cadets who fail the CPFT may retest on another day. When retesting, the cadet must reattempt all CPFT events, including events passed previously. The "run plus 2 out of 3" rule of paragraph 5-8d remains in effect.

g. Records. When a cadet passes the CPFT, a senior member will record that accomplishment in the Cadet Promotions Application in eServices, or on the cadet's CAPF 66, *Cadet Master Record*.

5-9. Phase I – The Learning Phase.

a. Overview. Phase I is the “Learning Phase.” Cadets may begin progressing through Phase I upon joining CAP (see paragraph 2-1a). Commanders record cadets' progress in the Cadet Promotions Application in eServices, or on CAPF 52-1 and CAPF 66. Each achievement in this phase is named to bring attention to an aerospace pioneer:

Achievement 1	John F. Curry	CAP's first national commander
Achievement 2	Hap Arnold	Leader of US military airpower in WWII
Achievement 3	Mary Feik	Pioneer in aviation mechanics
Phase I	Wright Brothers	First powered, controlled, heavier-than-air flight

b. Leadership. The primary goal of leadership education in Phase I is for cadets to learn how to be good followers. Cadets study Air Force perspectives on leadership and drill and ceremonies.

(1) *Achievement Tests.* To complete Achievements 1, 2 and 3, cadets must pass a test of their knowledge of leadership. Each test is based on one chapter of the leadership textbook, with cadets completing chapters and tests sequentially (see [CAPVA 52-100](#)). Cadets who choose the *Learn to Lead* textbook use the Online Achievement Test System. *Leadership for the 21st Century* cadets use CAPT 68.

(2) *Performance Tests.* Some tests include sections that test a cadet's ability to perform drill and ceremonies. For cadets choosing to use *Leadership for the 21st Century*, drill performance tests are found in the master test booklets. For cadets choosing to use *Learn to Lead*, drill performance tests are found in CAPT 78 at capmembers.com/cadetttests.

c. Aerospace. The primary goal of aerospace education in Phase I is to generate in cadets an enthusiasm for aviation, space, and technology. Cadets study fundamentals of aerospace through self-study and/or group-study. To complete Achievements 2 and 3, cadets must pass a test of their aerospace knowledge (there is no test required for Achievement 1). Test materials are found in the Online Achievement Test System. Cadets may take the module tests in any order, passing a different test for each achievement.

d. Physical Fitness. As explained in chapter 1, the primary goal of the cadet physical fitness program is to encourage cadets to develop a habit of regular exercise. To complete Achievements 1, 2, 3, and the Wright Brothers Award, cadets must pass the CPFT, as described in paragraph 5-8.

e. Character Development. The primary goal of the character development program in Phase I is for cadets to comprehend CAP's Core Values and safety culture and begin to demonstrate a commitment to those values through their actions.

(1) *Introductory Lessons.* To complete Achievement 1, cadets must complete introductory character and safety lessons. Lesson materials are located at capmembers.com/character.

(2) *Participation in Forums.* To complete Achievements 2 and 3, cadets must participate actively in at least one character development forum per achievement, using materials available at capmembers.com/character.

f. Activities. Cadets must participate actively in unit activities during this phase. See paragraph 4-4a.

g. Wright Brothers Award. The Wright Brothers Award marks completion of Phase I of the Cadet Program.

(1) *Comprehensive Exam.* To earn the Wright Brothers Award, cadets must pass a comprehensive exam on all leadership knowledge taught during Phase I. *Leadership for the 21st Century* cadets will use CAP Test 60, *Wright Brothers Award Exam*, while *Learn to Lead* cadets will use CAP Test 60-2, *Wright Brothers Exam – Learn to Lead*. See the exam booklet and capmembers.com/wrightbrothers for additional instructions.

(2) *Cadet Physical Fitness Test.* Cadets must pass the CPFT, as described in paragraph 5-8.

(3) *Award Certificate.* When the cadet's Wright Brothers Award is posted on eServices, the unit presents the award certificate (CAPC 29), and the cadet is promoted to cadet staff sergeant. Units will stock blank copies of this certificate and insert the cadet's name in the appropriate field. Unlike the other cadet milestone awards, squadrons issue the CAPC 29, not National Headquarters. Order blank certificates from eServices.

5-10. Phase II – The Leadership Phase.

a. Overview. Phase II is the "Leadership Phase." Cadets may begin progressing through this phase when their Wright Brothers Award is listed in eServices. Commanders record cadets' progress in the Cadet Promotions Application in eServices, or on CAPF 52-2 and CAPF 66. Each achievement is named to bring attention to an aerospace pioneer:

Achievement 4	Eddie Rickenbacker	America's first "Ace of Aces"
Achievement 5	Charles Lindbergh	First non-stop, solo flight across the Atlantic
Achievement 6	Jimmy Doolittle	Engineer, pilot, and Medal of Honor recipient
Achievement 7	Dr. Robert Goddard	"Father of Modern Rocketry"
Achievement 8	Neil Armstrong	First man to set foot on the Moon
Phase II	Billy Mitchell	Champion of the military capabilities of airpower

b. Leadership. The primary goal of leadership education in Phase II is for cadets to learn how to lead small teams. Cadets study Air Force perspectives on leadership, drill and ceremonies, and the role of the noncommissioned officer.

(1) *Achievement Tests.* To complete achievements 4, 5, 6, 7, and 8, cadets must pass a test of their knowledge of leadership. (Note: There is no written test required of *Leadership for the 21st Century* cadets at achievement 8.) Each test is based on one chapter of the leadership textbook, with cadets completing chapters and tests sequentially (see Figure 2-1). Cadets who choose the *Learn to Lead* textbook use the Online Achievement Test System. *Leadership for the 21st Century* cadets use CAPT 68.

(2) *Performance Tests.* Some tests include sections that test a cadet's ability to perform drill and ceremonies. For cadets choosing to use *Leadership for the 21st Century*, drill performance tests are found in the master test booklets. For cadets choosing to use *Learn to Lead*, drill performance tests are found in CAPT 78 at capmembers.com/cadettests.

(3) *Essay & Speech Assignment.* To complete Achievement 8, cadets must write a 300-500 word essay and present a 5 to 7 minute speech on one of the topics found at capmembers.com/armstrong. A senior member will evaluate the essay and speech using scorecards found at that same webpage.

c. Aerospace Education. As was the case in Phase I, the primary goal of aerospace education in Phase II is to generate in cadets an enthusiasm for aviation, space, and technology. Cadets continue to investigate fundamentals of aerospace through self-study and/or group-study. To complete Achievements 4, 5, 6 and 7, cadets must pass a test of their aerospace knowledge (there is no test required for Achievement 8). Test materials are found in the Online Achievement Test System. Cadets may take the module tests in any order, passing a different test for each achievement.

d. Physical Fitness. As was the case in Phase I, the primary goal of physical fitness in Phase II is for cadets to develop a habit of regular exercise. To complete Achievements 4, 5, 6, 7, 8 and the Mitchell Award exam, cadets must pass the CPFT, as described in paragraph 5-8.

e. Character Development. In Phase II, cadets continue their study and application of the Core Values. To complete Achievements 4, 5, 6, 7 and 8, cadets must participate actively in at least one character development forum per achievement, using materials found at capmembers.com/character.

f. Activities. Cadets must participate actively in unit activities during this phase. See paragraph 4-4a.

g. Mitchell Award. The Brig. Gen. Billy Mitchell Award marks completion of Phase II of the Cadet Program.

(1) *Comprehensive Leadership Exam.* To earn the Mitchell Award, cadets must pass CAP Test 64-1, *Mitchell Award Leadership Exam*, if studying the *Leadership for the 21st Century* text, or CAP Test 64-3, if studying the *Learn to Lead* text. More information is available in the test booklet and at capmembers.com/mitchell.

(2) *Comprehensive Aerospace Exam.* To earn the Mitchell Award, cadets must pass CAP Test 64-2, *Mitchell Award Aerospace Exam*. More information is available in the test booklet and at capmembers.com/mitchell.

(3) *Cadet Physical Fitness Test.* Cadets must pass the CPFT, as described in paragraph 5-8.

(4) *Encampment.* Cadets must complete an encampment to earn the Mitchell Award. This requirement will not be waived, except as described in paragraph 10-1.

5-11. Phase III – The Command Phase.

a. Overview. Phase III is the “Command Phase.” Cadets may begin progressing through Phase III when their Mitchell Award is listed in eServices. Commanders record cadets’ progress in the Cadet Promotions Application in eServices, or on CAPF 52-3 and CAPF 66. Achievements are named for the staff positions cadets study in the Staff Duty Analysis (SDA) program.

Achievement 9 Flight Commander

Achievement 10 Administrative Officer

Achievement 11 Public Affairs Officer

Phase III Amelia Earhart Award First woman to fly solo across the Atlantic

b. Leadership. The primary goal of leadership education in Phase III is for cadets to learn how to lead indirectly. Cadets study Air Force perspectives on leadership, including principles of officership and the responsibilities of command. They also study advanced aspects of drill and ceremonies, and participate in the SDA program.

(1) **Achievement Tests.** To complete Achievements 9, 10 and 11, cadets must pass a test of their knowledge of leadership. Each test is based on one chapter of the leadership textbook, with cadets completing chapters and tests sequentially (see Figure 2-1). Cadets who choose the *Learn to Lead* textbook use the Online Achievement Test System. *Leadership for the 21st Century* cadets use CAPT 68. **Note:** Until the *Learn to Lead* curriculum for cadet officers becomes available, all cadets will use *Leadership for the 21st Century*.

(2) **Staff Duty Analysis.** To complete achievements 9, 10, and 11, cadets must complete a SDA report for the staff position that corresponds with their achievement (see [CAPVA 52-100](#); for example, during Achievement 10, cadets report on the duties of the Administrative Officer). Additionally, to earn the Earhart Award, cadets must participate in SDA staff service, acting as an apprentice to a senior member in one of the three staff positions they studied during Phase III. For details on how to prepare SDA reports and complete SDA staff service, see CAPP 52-14.

c. Aerospace Education. In Phase III, the primary goals of aerospace education are for cadets to investigate advanced concepts in aerospace science and technology, and solidify their understanding of aerospace fundamentals by helping junior cadets pursue their aerospace studies. To complete Achievements 9, 10, and 11, cadets must pass a test of their aerospace knowledge. Test materials are found in the Online Achievement Test System. Each test is based on selected chapters of *Aerospace: The Journey of Flight* (see Figure 5-1). Cadets may take the tests in any order, passing a different test for each achievement. If possible, cadets should study the *Aerospace: The Journey of Flight* chapters that match the *Aerospace Dimensions* module being studied by the cadets they are mentoring or instructing.

d. Physical Fitness. As was the case in Phases I and II, the primary goal of physical fitness in Phase III is for cadets to develop a habit of regular exercise. To complete Achievements 9, 10, 11, and the Earhart Award exam, cadets must pass the CPFT, as described in paragraph 5-8.

e. Character Development. In Phase III, cadets continue their study and application of the Core Values. To complete Achievements 9, 10, and 11, cadets must participate actively in at least one character development forum per achievement, using materials available at capmembers.com/character.

f. Activities. During every achievement in Phase III, cadets must serve as mentors, helping junior cadets advance in their leadership, aerospace education, or physical fitness. Additionally, cadets must participate actively in unit activities (see paragraph 4-4a). For suggestions on mentoring, see CAPP 52-6, *Cadet Programs-Mentoring*.

g. Earhart Award. The Amelia Earhart Award marks completion of Phase III of the Cadet Program.

(1) **Comprehensive Leadership Exam.** To earn the Earhart Award, cadets must pass CAP Test 65-1, *Earhart Award Leadership Exam*, if studying the *Leadership for the 21st Century* text, or CAP Test 65-3, if studying the *Learn to Lead* text. More information is available in the test booklet and at capmembers.com/earhart. **Note:** Until the *Learn to Lead* curriculum for cadet officers becomes available, all cadets will use CAP Test 65-1.

(2) **Comprehensive Aerospace Exam.** To earn the Earhart Award, cadets must pass CAP Test 65-2, *Earhart Award Aerospace Exam*. Exam questions are drawn from *Aerospace Dimensions*, modules 1-6. More information is available in the test booklet and at capmembers.com/earhart.

(3) **Cadet Physical Fitness Test.** Cadets must pass the CPFT, as described in paragraph 5-8.

(4) **SDA Staff Service.** See paragraph 5-11b(2).

(5) **Special Benefits.** Earhart Award recipients who are age 17 or older are eligible to apply for the International Air Cadet Exchange. See chapter 8 for details.

5-12. Phase IV – The Executive Phase.

a. Overview. Phase IV is the “Executive Phase.” Cadets may begin progressing through Phase IV when their Earhart Award is listed in eServices. Commanders record cadets’ progress in the Cadet Promotions Application in eServices, or on CAPF 52-4 and CAPF 66. Achievements are named for the staff positions cadets study in the Staff Duty Analysis program.

Achievement 12	Leadership Officer	
Achievement 13	Aerospace Education Officer	
Achievement 14	Operations Officer	
Achievement 15	Logistics Officer	
Achievement 16	Cadet Commander	
Phase IV	Ira C. Eaker Award	WWII military aviation leader

b. Leadership. The primary goals of leadership education in Phase IV are for cadets to learn how to lead multiple teams indirectly and set long-term goals for their unit. Cadets study Air Force perspectives on leadership, including principles of officership and the responsibilities of command. They also study advanced aspects of drill and ceremonies.

(1) *Achievement Tests.* To complete achievements 12, 13, 14, 15, and 16, cadets must pass a test of their knowledge of leadership. Each test is based on one chapter of the leadership textbook, with cadets completing chapters and tests sequentially (see [CAPVA 52-100](#)). Cadets who choose the *Learn to Lead* textbook use the Online Achievement Test System. *Leadership for the 21st Century* cadets use CAPT 68. **Note:** Until the *Learn to Lead* curriculum for cadet officers becomes available, all cadets will use *Leadership for the 21st Century*.

(2) *Staff Duty Analysis.* Cadets continue in the SDA program. To complete achievements 12, 13, 14, 15, and 16, cadets must complete a SDA report for the staff position that corresponds with their achievement (see [CAPVA 52-100](#); for example, during Achievement 12, cadets report on the duties of the Leadership Officer). Additionally, to earn the Eaker Award, cadets must participate in SDA staff service, acting as an apprentice to a senior member in one of the five staff positions they studied during Phase IV. For details on how to prepare SDA reports and complete SDA staff service, see CAPP 52-14.

c. Aerospace Education. As was the case in Phase III, the primary goals of aerospace education in Phase IV are for cadets to investigate advanced concepts in aerospace, and solidify their understanding of aerospace fundamentals by helping junior cadets pursue their aerospace studies. To complete Achievements 14, 15, and 16, cadets must pass a test of their aerospace knowledge. Test materials are found in the Online Achievement Test System. Each test is based on selected chapters of *Aerospace: The Journey of Flight* (see [CAPVA 52-100](#)). Cadets may take the tests in any order, passing a different test for each achievement. Cadets should study the *Aerospace: The Journey of Flight* chapters that most closely match the *Aerospace Dimensions* module being studied by the cadets they are mentoring or instructing.

d. Physical Fitness. As was the case in Phases I, II, and III, the primary goal of physical fitness in Phase IV is for cadets to develop a habit of regular exercise. To complete Achievements 12, 13, 14, 15, 16, and the Eaker Award, cadets must pass the CPFT. For more details, see paragraph 5-8.

e. Character Development. In Phase IV, cadets continue their study and application of the Core Values. To complete Achievements 12, 13, 14, 15, and 16, cadets must participate actively in at least one character development forum per achievement, using materials available at capmembers.com/character.

f. Activities. During every achievement in Phase IV, cadets must serve as instructors, helping junior cadets advance in their leadership, aerospace education, or physical fitness. Additionally, cadets must participate actively in unit activities during this phase. See paragraph 4-4a.

g. Eaker Award. The Gen. Ira C. Eaker Award marks completion of Phase IV of the Cadet Program.

(1) *Essay & Speech Assignment.* To earn the Eaker Award, cadets must write a 300-500 word essay and present a 5 to 7 minute speech on one of the topics found at capmembers.com/eaker. A senior member will evaluate the essay and speech using scorecards found at that same webpage.

(2) *Leadership Academy.* To earn the Eaker Award, cadets must complete Cadet Officer School (COS) or a Region Cadet Leadership School (RCLS).

(3) *Aerospace.* There are no aerospace requirements for the Eaker Award.

(4) *Cadet Physical Fitness Test.* The cadet must pass the CPFT, as described in paragraph 5-8.

(5) *SDA Staff Service.* See paragraph 5-12b(2).

(6) *Spaatz Award Exam.* Cadets may request the Spaatz Award Exam once their Eaker Award is posted on eServices. See paragraph 5-13 and capmembers.com/spaatz for more information.

5-13. Gen. Carl A. Spaatz Award Exams. The Cadet Program's highest honor, the Gen. Carl A. Spaatz Award, honors the first chief of staff of the U.S. Air Force and first chairman of the CAP National Board. The state director, or a CAP-USAF member designated by the state director (described below as the "test administrator"), administers the Gen. Carl A. Spaatz Award Exams.

a. Requesting the Exams. To be eligible to test, cadets must have earned the Eaker Award, their membership must be current, and they must meet all criteria of cadet membership (see CAPR 39-2). Additionally, before being administered the Spaatz Award exams, cadets must receive approval from their unit and wing commanders.

(1) *Procedure.* Cadets will submit their requests in the form of a memo or e-mail that includes the following information: full name, unit charter number, CAPID, home address, e-mail address, telephone number(s), date of birth, and the date they earned the Eaker Award. Cadets will indicate whether they have served in the active duty military. They also indicate whether they are attempting the exam for the first, second, or third time. When submitting their request to the wing commander, cadets will copy the wing director of cadet programs. After receiving approval from the wing commander (or region commander, on appeal – see below), the cadet may make an appointment with the state director to take the exams.

(2) *Action by Commanders.* Approving commanders will sign the memo or forward the e-mail in-turn to endorse the request. If the wing commander approves the request, the wing commander will forward the memo or e-mail to the state director. If the wing commander disapproves the cadet's request, then he or she must provide the cadet with a written explanation of the decision within 30 days of receiving the cadet's request. Cadets may resubmit their requests at a later date, or appeal the wing commander's decision to the respective region commander, within 30 days of being denied permission to test. The region commander must uphold or overturn the wing commander's decision in writing within 30 days of receiving the cadet's appeal. The region commander's decision is final.

(3) *Role of the Test Administrator.* Using eServices or by contacting National Headquarters, the test administrator verifies that the requestor is a current cadet and Eaker Award recipient. See capmembers.com/spaatz for the test administrators' point of contact at National Headquarters.

b. Subject Matter. The exam's subject matter is described below. No testing accommodations will be made for special needs cadets (reference: paragraph 5-6) without approval from NHQ CAP/CP.

(1) *Aerospace.* Cadets must successfully complete a 60-question, multiple-choice, closed-book aerospace test, with a 60-minute time limit, based on selected chapters of *Aerospace: The Journey of Flight* (see Figure 5-1). The passing score is 80%.

(2) *Leadership.* Cadets must successfully complete a 60-question, multiple-choice, closed-book leadership test, with a 60-minute time limit. The passing score is 80%. For more information, see capmembers.com/spaatz. **Note:** Until the *Learn to Lead* curriculum for cadet officers becomes available, this test will be based on *Leadership for the 21st Century*. Thereafter, cadets may study either textbook and will use a test based on that textbook.

(3) *Character Development.* Cadets must successfully complete an essay written from a selection of character development topics. National Headquarters evaluates the essay's grammar, organization, and content using the grading critique found at capmembers.com/spaatz. Cadets have 60 minutes to complete the essay, and may use a dictionary or spell-check. It is graded pass or fail.

(4) *Physical Fitness.* Cadets must successfully complete a Cadet Physical Fitness Test (CPFT) following the guidelines found in paragraph 5-8. Prior to administering the CPFT, the test administrator ensures that the cadet can participate or has proper documentation placing the cadet in physical fitness category III or IV. Such documentation should clearly indicate the cadet has a permanent medical condition restricting the cadet from the CPFT. Cadets with a condition or injury that is temporary in nature are assigned to physical fitness category II and will not be waived from the CPFT.

c. Attitude and Appearance. The test administrator has the right to refuse to administer the examination if the cadets' grooming and/or appearance do not meet CAP standards, or if the cadet's attitude is unacceptable on the date of the exam.

d. Age Limit. Cadets must complete the Spaatz exams before turning 21 to be eligible to receive the award.

e. Scoring and Award Certification.

(1) *Procedures for State Directors.* Within 3 business days after the exam is completed, the state director (or CAP-USAF test administrator) sends National Headquarters the original memo or e-mail requesting the exams; the essay (including all drafts); and a memo recording the CPFT scores and the date that the exam was administered. The state director maintains copies of these documents for 1 year. Because cadets complete the aerospace and leadership tests through a website, National Headquarters receives those scores automatically.

(2) *Role of Cadets' Registrar.* The cadets' registrar at National Headquarters collects exam materials from state directors, verifies the scores of all tests, and keeps a file tracking the official results of each cadet's tests and re-tests.

(3) *In the case of a failure*, the cadets' registrar notifies the state director, the wing headquarters, the unit commander, and the cadet. If a cadet fails a first time, the cadet may retake the failed portion(s) no earlier than 60 days from the date of the first test. If the cadet fails a second time, the cadet may retake the failed portion(s) no earlier than 120 days from the date of the second test. If the cadet fails a third time, the cadet is no longer eligible to test. Cadets must follow the procedures outlined in paragraph 5-13a to request permission to retake the exams. Cadets who wish to take issue with the exam process must report their concerns to NHQ CAP/CP within 30 days of their test date(s).

(4) *When the cadet passes all exams*, the registrar posts the award to the cadet's record in eServices, at which time the cadet is promoted to cadet colonel. Additionally, the registrar forwards the awards package to the state director, and notifies the region, wing, and unit commanders that the cadet has earned the Spaatz Award. The state director assists the wing and unit commanders in making arrangements for an appropriate award ceremony.

f. Additional Guidance. See CAPP 52-13, *Gen Carl A. Spaatz Award Exam - Test Administrator's Guide*, and capmembers.com/spaatz for more information.

5-14. Demotions and Terminations. In exceptional circumstances, the unit commander may demote a CAP cadet for cause, up to a maximum of three steps in the Cadet Program (i.e.: three achievements, or two achievements and a milestone award).

a. Notification and Effective Date. The unit commander notifies the cadet of the demotion in writing, forwarding a courtesy copy to the commander at the next echelon. The demotion period begins the date the unit commander approves the demotion request if there is no appeal.

b. Re-Earning Achievements. The cadet will need to re-earn the demoted achievements and awards through satisfactory performance over a period of 60 days per achievement or award. (For example, a cadet who had been insubordinate would need to show a willingness to follow directions and CAP rules.) If the cadet's performance does not warrant a one-achievement promotion at the end of 60 days, the unit commander may initiate termination (see CAPR 35-3).

c. Appeals. The cadet may appeal the demotion decision by writing the commander of the next echelon, courtesy copied to the unit commander, within 30 days of receiving the demotion notice.

(1) The commander at the next echelon (normally at the group or wing level) will rule on the cadet's appeal request within 30 days of receiving the appeal request letter. This commander is the final authority on all cadet demotion actions.

(2) Cadets who appeal a demotion are ineligible to progress in the Cadet Program until the commander who has the appeals authority rules on the appeal. If the demotion is approved after an appeal, the cadet will be immediately demoted. If the demotion is overturned after an appeal, the cadet will be allowed to progress as if no demotion occurred.

(3) In evaluating an appeal, the commander reviews the facts of the situation, whether demotion was the appropriate punishment, and whether the demotion was carried out in accordance with this regulation.

d. Effect on Ribbons and Awards. The demotion will not affect ribbons worn on the uniform, just the achievements earned and any grade associated with these achievements. Demoted cadets retain their milestone awards, unless the awards are revoked as outlined in paragraph 5-15.

5-15. Milestone Award Revocations.

a. Current Cadets. The region commander may revoke all cadet milestone awards from current cadets who are convicted of a felony or a misdemeanor involving moral turpitude, or from cadets who are terminated for misconduct, regardless of whether the termination was preceded by a demotion.

b. Former Cadets. The region commander may revoke all cadet milestone awards from former cadets who are convicted of a felony or terminated from CAP for conduct involving moral turpitude.

c. Procedure. Any unit commander may request the wing commander to revoke a milestone award. Wing commanders forward their recommendations to their region commander for approval. If approved, the region commander notifies National Headquarters to complete the administrative action.

d. Appeals. Cadets may appeal their milestone award revocation to the National Commander, whose decision is final. Appeals to the Membership Action Review Board are not authorized.

<i>Aerospace: The Journey of Flight</i> Test Number	Corresponding Module in <i>Aerospace Dimensions</i>	Study Chapters in <i>Aerospace: The Journey of Flight</i>
1	1 – Introduction to Flight	1, 7, 8
2	2 – Aircraft Systems & Airports	2, 9, 10
3	3 – Air Environment	3, 18, 19
4	4 – Rockets	4, 21, 23
5	5 – Space Environment	5, 24, 25
6	6 - Spacecraft	6, 26, 27

Cadets must complete one test during each of the following achievements: 9, 10, 11, 14, 15, and 16, for a total of six tests during Phases III and IV. Cadets may take the tests in any order, passing a different test for each achievement. If possible, cadets should study the *Aerospace: The Journey of Flight* chapters that most closely match the *Aerospace Dimensions* module being studied by the cadets they are mentoring or instructing. Some chapters in *Aerospace: The Journey of Flight* (11-17, 20, 22) are not included in the course of study for cadets. Phase III and IV aerospace tests are open-book.

Figure 5-1. Phase III & IV Aerospace Requirements.

CHAPTER 6 – CADET PROGRAM AWARDS

6-1. Award Presentations. As soon as possible after a cadet earns an award, the commander should coordinate with the cadet (and the state director, if needed), to arrange an appropriate award ceremony. Three overall principles will guide commanders in organizing award ceremonies. First, the ceremony must be meaningful, bringing appropriate honor to the cadet. Second, commanders should take into account the cadet's preferences for the ceremony. And third, a CAP, military, government, or other notable dignitary as explained below should present the award:

INDIVIDUAL

ACHIEVEMENTS	Cadet commander, unit commander, or dignitary of similar stature
WRIGHT BROS. AWARD	Unit commander or dignitary of similar stature
MITCHELL AWARD	Group commander, wing official, community leader, or dignitary of similar stature
EARHART AWARD	Wing commander, notable community leader, or dignitary of similar stature
EAKER AWARD	Region commander, senior government official, or dignitary of similar stature
SPAATZ AWARD	Flag officer, governor, congressman, senator, or dignitary of similar stature

6-2. Cadet of the Month (or Quarter) Award. Units are encouraged to use the Cadet of the Month Award (or Cadet of the Quarter Award) to motivate cadets (especially Phase I “in-ranks” cadets) to excel in CAP. This program uses an objective point system to track cadet participation, achievement, and CAP service. For detailed guidance, see capmembers.com/specialcadetawards.

6-3. Other Cadet-Related Awards. In addition to achievements and milestone awards, cadets may qualify for other honors in CAP. For more information, see CAPR 39-3, *Award of CAP Medals, Ribbons, and Certificates*; and capmembers.com/specialcadetawards.

6-4. John V. “Jack” Sorenson Cadet Programs Officer of the Year Award. This award, named in honor of Jack Sorenson, considered by most to be the architect of the revised cadet program that CAP has enjoyed since 1964, recognizes the cadet programs officer who has contributed most to the CAP cadet program during the previous year. It is presented annually at the wing, region, and national levels.

a. Eligibility. Senior members who work directly with cadets at the unit level (Cadet Programs Officers), or serve on the Cadet Programs staff at a higher echelon (as defined in CAPR 20-1, are eligible for this award.

b. Nomination Process. Any CAP member may nominate an eligible member for the award. Nominations should describe why the individual is deserving of the award, and be submitted in narrative format, according to the timeline below:

By 15 January - Nominations are due at wing headquarters for the wing-level award.

By 15 February - Wings submit their nomination to the region for the region-level award.

By 15 March - Regions submit their nomination to National Headquarters/CP for the national-level award.

By 15 April - National Headquarters coordinates the selection of the national-level award winner with the appropriate individual(s) or committee, as designated by the National Commander. The National Commander is the approving authority for the award.

6-5. Cadet Programs Mission Award. This award recognizes the wing with the most outstanding Cadet Program in each region.

a. Selection Process. The region commander and CAP-USAF liaison region commander work together to select the most outstanding Cadet Programs wing in their region. The two commanders should review the annual Squadron of Distinction data to help them select the winning wing.

b. Award and Recognition. The National Cadet Programs Special Advisor (or National Commander's designee) coordinates the award with each region. The eight winning wings (one from each region) are recognized at the National Convention each summer.

CHAPTER 7 – CADET ADVISORY COUNCILS

7-1. Purpose. Cadet Advisory Council (CAC) will be established at the national, region and wing levels. Group commanders may establish CACs, with the wing commander's approval. The three purposes of the CAC are to:

- a. Provide an organization where cadets gain leadership experience at higher organizational levels.
- b. Aid the commander in monitoring and implementing the Cadet Program.
- c. Make recommendations for improving and running the Cadet Program.

For additional guidance on the CAC program, see CAPP 52-19, *Cadet Advisory Council Guide*.

7-2. Composition.

a. Allotment of Seats. Commanders may appoint one primary representative and one assistant to serve on the CAC at the next higher echelon.

(1) *Region commanders* appoint a national CAC representative and assistant. Only Phase IV cadet officers or Spaatz cadets from their region are eligible.

(2) *Wing commanders* appoint a region CAC representative and assistant. Only cadet officers from their wing are eligible.

(3) *Composite and cadet squadron commanders* should appoint a wing (or group) CAC representative and assistant. Unit commanders should appoint only cadet officers from their unit. However, if the unit does not have a cadet officer, the commander may appoint any cadet from the unit, or leave the position vacant.

b. Authorization. Commanders appoint their primary and assistant representatives by sending a completed CAPF 2a, *Request for and Approval of Personnel Action*, (or an e-mail), to the director of cadet programs at the next higher echelon. In the remarks section, include the cadet's mailing address, phone number, and e-mail address.

c. CAC Officers. The CAC will have a cadet chairperson and a vice chairperson and/or recorder. The echelon commander may appoint cadets to these positions, or allow the council to fill them through elections.

(1) To be appointed or elected chairperson, the cadet should have served on the CAC during the previous term. This promotes continuity between councils.

(2) For the National CAC, the National Commander appoints the chairperson and vice chairperson. All Eaker Award recipients who are not yet 20 years old are eligible to apply for the chair and vice chair positions, upon approval of their unit, wing, and region commanders.

(3) If a primary representative is elected or appointed chairperson, the commander of the affected unit should appoint another cadet to replace him or her as the unit's primary representative.

d. Frequency of Meetings. Each council should convene as specified by the respective echelon commander. However, councils will convene at least twice annually. Councils may conduct meetings electronically.

7-3. Duties.

a. Advisory Nature. The CAC has no authority to implement policy. Councils send their recommendations to the echelon commander, through the director of cadet programs, in the format of staff study reports or position papers.

b. Service to the Echelon Commander. The echelon commander, or CAC senior member advisor, may direct the CAC to deliberate on a particular Cadet Program issue (not related to an official complaint or the inspection program) and require the CAC to submit their recommendations in writing.

c. Bylaws. Commanders may establish a Constitution & Bylaws or an Operating Instruction for their echelon's CAC, without approval from National Headquarters.

d. Personal Conduct. If any council member's performance or conduct drops below CAP standards, the echelon commander or appointing commander may remove the cadet from the council.

e. Role of Assistant Representatives. Assistant representatives have no vote, unless the primary representative is absent. Assistants should participate in all CAC meetings, if logistically feasible.

f. Voting Rights of the Chair. Chairpersons have no vote, except to break a tie.

3-4. Term of Office.

a. Duration. Commanders appoint cadets to the CAC for a 1-year term of office. Commanders may re-appoint a cadet for only one additional term at each echelon. No cadet will serve more than 2 years at each echelon.

b. Dates of Term. The beginning and termination of the term of office will coincide with the beginning of the summer National Board meeting.

c. Appointment Dates. Commanders will appoint their CAC representatives no later than 1 July.

7-5. Senior Member Advisors. The echelon's director of cadet programs, or designee, will supervise the CAC and act as its advisor. An advisor, and preferably another senior member, must be present at all CAC meetings, per CAPR 52-10, *CAP Cadet Protection Policy*. The advisor helps guide and counsel the CAC while allowing it to function as a forum for cadets.

7-6. Minutes & Agendas. The chairperson will forward the CAC meeting agenda to all representatives and advisors at least 10 days prior to the scheduled meeting. The chairperson will also ensure that minutes of CAC proceedings are forwarded to the CAC members, the echelon commander, and the next echelon's director of cadet programs within 30 days. For guidance on preparing meeting minutes and agendas, see CAPP 52-19.

7-7. Reimbursement. Each year, National Headquarters will allot funds to help offset the travel expenses of the primary representatives and Chair of the National CAC (NCAC).

7-8. Awards. During their term of office, primary representatives and CAC chairs may wear a shoulder cord (see Figure 7-1). Shoulder cords must be of the same style and shade as that stocked for CAP by Vanguard Industries. Upon successful completion of their term of office, primary representatives and CAC chairs may wear the CAC ribbon, with the approval of the echelon's commander.

Appointing Authority	CAC Echelon	CAC Ribbon Device	Shoulder Cord
Regions	National	Ribbon with gold star	Gold
Wings	Region	Ribbon with silver star	Blue
Groups or Squadrons	Wing	Ribbon with bronze star	Red
Squadrons	Group	Basic ribbon only	Green

Figure 7-1. Awards & Identification for CAC Primary Representatives.

CHAPTER 8 – CADET ACTIVITIES

8-1. Career Familiarization Opportunities. Commanders are encouraged to provide cadets with opportunities to explore careers in aerospace, the military, and public service in general. Examples of career familiarization opportunities include job shadowing, ride-alongs, behind-the-scenes tours, role-playing, guest speakers, and similar activities. For guidance on high adventure activities, see paragraph 2-10.

8-2. National Cadet Special Activities. National Cadet Special Activities (NCSAs) enable cadets to explore civilian and military aerospace careers, receive flight training, and develop leadership skills.

a. Application Procedures. National Headquarters announces NCSAs and their prerequisites and application procedures each fall, online at ncsas.com. Cadets must have graduated from an encampment and received the endorsement of their wing commander before attending an NCSA.

b. Selection Boards. Wings may hold a “Special Activities Selection Board” to allow their commander to gain a better understanding of the cadets who are applying for cadet activities.

c. Graduation & Awards. Cadets must complete 80% of the NCSA to be eligible to graduate. The activity director determines if a cadet successfully completes an activity and receives credit for the NCSA. Cadets who successfully complete one of the NCSAs listed at ncsas.com will receive a CAPC 16, *Certificate of Completion – National Cadet Special Activities*, and become eligible for the NCSA ribbon (see CAPR 39-3).

d. Activity Directors. The National Commander appoints NCSA directors, on the recommendation of National Headquarters. Activity Directors must comply with the guidelines set forth in the *NCSA Activity Director Guide* published by National Headquarters.

e. Vehicles. Cadets who drive privately-owned vehicles (POVs) to a NCSA will not operate the POV during the activity and will turn in all car keys to the designated senior member upon arrival.

f. Early Dismissal. If due to medical or disciplinary reasons a cadet must be sent home early from a NCSA, including IACE, it shall be the obligation of the parent(s) or legal guardian(s) to pay for transportation and/or related costs. Parents acknowledge this obligation by signing their cadet’s CAPF 31, *Application for CAP Encampment or Special Activity*. To avoid any disputes, unit commanders should reiterate this requirement to parents upon receiving CAPF 31 applications.

8-3. The International Air Cadet Exchange. The International Air Cadet Exchange (IACE) fosters international understanding, goodwill, and friendship among young people who have a common interest in aviation. CAP represents the United States in the International Air Cadet Exchange Association.

a. Scope of Exchange. For approximately 3 weeks each summer, hundreds of cadets from more than a dozen nations broaden their understanding of aviation and different cultures through the Exchange. Hundreds more youth, families, aerospace professionals and community leaders benefit from the Exchange by serving as hosts, tour guides and escorts, or simply by participating in local activities alongside the international cadets. IACE cadets enjoy special access to factories, airports, engineering labs and cockpits around the world, as host nations showcase their cutting-edge aerospace technologies. Activities designed for the cadets promote a true sharing of ideas and enthusiasm for aviation, and tap into this excitement to advance global friendship.

b. Eligibility Rules and Application Process. To travel abroad through IACE, cadets and senior members must meet the criteria below. Some host countries may impose additional eligibility rules. See capmembers.com/iace for information about the application and selection process.

(1) *Cadets* must be at least 17 years old by 1 July of the year in which they hope to participate in IACE, and must have earned the Earhart Award by 31 December of the previous year.

(2) *Senior Members* must be at least 25 years old by 1 July of the year in which they hope to participate in IACE, and must have earned the senior rating in the Cadet Programs Officer specialty track by 31 December of the previous year.

c. Activity Fees. CAP, the U.S. Air Force, and the host country cover the cost of meals, lodging, and airfare. Each participant is responsible for the cost of his/her IACE uniform, an activity fee, and other incidentals. For more information, see capmembers.com/iace.

8-4. National Cadet Competition. The National Cadet Competition (NCC) is an opportunity for cadets to display their commitment to the Core Values through academics, drill, fitness, and other events.

a. Competition Programs. The NCC includes the National Drill Team Competition and the National Color Guard Competition. For more information, see capmembers.com/ncc.

b. Awards. Cadet members of drill teams and color guards are authorized to wear a white shoulder cord. The cord must be of the same style and shade as the white cord stocked for CAP by Vanguard Industries (vanguardmil.com). Senior members will not wear NCC shoulder cords.

8-5. Cadet Orientation Flights. The Cadet Orientation Flight Program's primary goal is to introduce youth to general aviation through hands-on orientation flights in single engine aircraft and gliders.

a. Eligibility. Cadets may fly as much as possible, but normally only five powered flights and five glider flights will be reimbursed. Wing commanders may authorize reimbursements for additional flights. More than one cadet may fly per sortie, depending upon the aircraft's capability. Cadets are authorized an unlimited number of backseat flights; they do not lose any of their syllabus flights by observing another cadet's flight from the backseat. The program is limited to current CAP cadets under 18 years of age. However, cadets aged 18 and older may participate in military orientation flights.

b. Use of Syllabus. A successful orientation flight will fulfill at least 80% of the objectives found in CAPP 52-7, *Cadet Orientation Flight Syllabus*. Pilots must adhere to the syllabus, and meet the safety guidelines and other requirements found in CAPR 60-1, *CAP Flight Management*. Orientation flights will not be credited toward any pilot ratings (solo, private pilot, etc.).

c. Reporting & Reimbursement Process.

(1) The pilot, or the person designated by the wing commander, must record the flight in eServices within 10 days of the flight date. Wings have 30 days to validate the data. See CAPP 52-7 or capmembers.com/cadetflying for more details.

(2) Orientation flights are reimbursed according to the rates published in CAPR 173-3, *Payment for Civil Air Patrol Support*. Cadets will not pay any amount to receive an orientation flight. Flights may be classified as either corporate / private or military, although only corporate / private flights are reimbursable.

d. Orientation Flights in Military Aircraft. Cadets are authorized to participate in orientation flights in military aircraft. See CAPR 76-1, *Travel of CAP Members via Military Aircraft and Use of Military Facilities and Vehicles*.

8-6. Academic and Flight Scholarships. National Headquarters makes academic and flight scholarships available to CAP members on a competitive basis. Scholarships are announced each fall online. The number of scholarships and their value is based on the total amount of scholarship funds available each year. See capmembers.com/scholarships for information about eligibility requirements and application procedures.

8-7. Region Cadet Leadership Schools. A region cadet leadership school (RCLS) is a course in officership, indirect leadership, and other themes consistent with CAP's leadership expectations for Phase III cadets, as shown in [CAPVA 52-100](#).

- a. Curriculum.** Minimum curricula standards are found at capmembers.com/rcls.
- b. Eligibility.** To participate, cadets must have completed an encampment and hold the grade of C/MSgt or above.
- c. Course Frequency.** Each region must offer at least one RCLS per year, or conduct a school in cooperation with a neighboring region. Wings may host RCLS, with approval from region headquarters.
- d. Graduation Credit.** To receive graduation credit, cadets must participate actively in 80% of the school, in the judgment of the activity director. Within 30 days of the school's conclusion, the activity director will submit a roster of graduates to National Headquarters, with a copy to the Region Headquarters.

8-8. Honor Guards. Unit honor guard programs are opportunities for cadets to serve their communities and promote a drug-free ethic through excellence in drill and ceremonies.

- a. Program Leadership.** Commanders may assign the cadet leadership officer the responsibility of selecting and training the guard. Units may train in one or more elements of an honor guard. For guidance, see CAPP 52-8, *Unit Honor Guard Program*.
- b. Awards.** Cadet members of honor guards are authorized to wear a silver shoulder cord. The cord must be of the same style and shade as the silver cord stocked for CAP by Vanguard Industries (vanguardmil.com). Senior members will not wear honor guard shoulder cords.

CHAPTER 9 – ENCAMPMENTS

9-1. Introduction.

a. Goals of Encampments. Encampments are designed to provide CAP members the opportunity to:

- (1) Apply knowledge gained in the cadet and senior programs to practical situations.
- (2) Develop a greater understanding of CAP and Air Force missions and capabilities.
- (3) Develop their leadership potential.
- (4) Enhance their interpersonal skills.
- (5) Develop time-management skills.
- (6) Develop a spirit of teamwork.
- (7) Inspire a sense of discipline.
- (8) Learn how to overcome challenges and succeed.
- (9) Enhance their local unit's Cadet Program.
- (10) Aid in retention and motivation.
- (11) Receive an introduction to the military.

b. Philosophy. An encampment can be the most significant and worthwhile training experience of a CAP cadet's membership. Training is what the encampment is all about. To achieve the overall goals, a positive attitude is essential. Each staff member has an obligation to learn as much as possible and to offer the highest quality of training to others. The staff must always remember that their first duty is to the members of the basic flight.

c. Authority. For wing encampments, the wing commander selects the encampment commander, in consultation with the wing director of cadet programs. Subordinate staff members are appointed on personnel authorizations.

d. Supplements. Regions and wings are authorized to supplement this chapter as necessary to accomplish their purpose without the need for written approval of National Headquarters.

9-2. Planning & Logistics.

a. Location & Duration. Encampments are conducted under CAP supervision with Air Force advice, assistance and cooperation. They may be conducted at active duty, National Guard, or Reserve bases. They may also be conducted at any community, state, or other national facility (including DoD installations). It is preferred that they be conducted over a single time period, not to exceed 14 days; however, they may be conducted over three weekends, spanning a period of up to 60 days. A joint encampment may be conducted between wings. Joint encampments with the Air Cadet League of Canada are permitted with approval from National Headquarters, after prior coordination with all involved international parties. Joint encampments with JROTC are authorized with approval from National Headquarters, after prior coordination with all involved parties.

b. Role of Wing Commander. The wing commander is responsible for the encampments within the wing. The wing commander will coordinate with the other affected wing commanders in case of a joint encampment. Wing commanders will select the encampment commander for encampments within their wing and will coordinate with the wing commanders of the other affected wings in selecting an encampment staff for joint encampments. Region commanders may delegate the responsibility of conducting region encampments to the host wing's commander; this delegation should be made in writing to the host wing commander.

c. Selection of Encampment Site. Several months in advance of the encampment, the encampment commander should coordinate with the state director in selecting an encampment site. Encampments may be held on military installations, or at civilian facilities such as college campuses. The state director (or designee) acts as a liaison with the host facility.

d. Cooperation With Installation Authorities. If a military installation hosts the encampment, the state director (or a CAP-USAF Reservist) is the focal point for all contact and coordination with the installation commander and the commander's staff. The encampment commander channels all requests for support through the state director (or designated CAP-USAF Reservist). The installation commander should be briefed on the CAP Cadet Program and furnished an outline of the encampment plans. The encampment commander is responsible for ensuring all CAP personnel adhere to the installation's policies.

9-3. Personnel Policies.

a. Eligibility for Encampment.

(1) *Senior Members* who are current members of CAP and have completed Level I of the Senior Member Professional Development Program, including the Cadet Protection Program Training (CPPT), are eligible to attend encampments.

(2) *Cadets* who have completed Achievement 1, and are current members of CAP are eligible to attend encampments.

b. Selection Priorities. When the available encampment facilities are not adequate to allow all eligible applicants to attend, the encampment commander will select participants using the following criteria:

(1) Cadets:

(a) First Priority: Any Phase I or Phase II cadet who has not previously attended an encampment.

(b) Second Priority: Cadets who have attended only one encampment.

(c) Third Priority: Any other cadet.

(2) *Senior Members.* Priorities for senior member attendance will be established at the host wing headquarters.

c. Late Arrival & Early Release. The encampment commander may, at his or her discretion, authorize cadets to arrive late or depart early from encampment. See paragraph 9-6c for graduation requirements.

d. Conduct. The encampment commander will brief all personnel on the encampment's standards of conduct, informing them that gambling, stealing, hazing, smoking, or using alcoholic beverages will result in automatic dismissal and possible further disciplinary action.

9-4. Activities Required At All Encampments.

a. Cadets. The required minimum course content for cadets participating at any encampment is found at capmembers.com/encampment.

b. Senior Members. The primary role of senior members attending encampments is to support the cadets. However, encampment commanders may offer seniors cadet programs-related training during the encampment.

c. Required Staff Training. Cadets and senior members who serve on the staff of an encampment must complete the Required Staff Training (RST). For details, see paragraph 2-2b.

9-5. Transportation Policies.

a. Transportation to and from encampments is the responsibility of the member. Commanders may, on an as-available basis, provide CAP vehicle or aircraft transportation. CAP does not exercise control or supervision over travel performed by members, unless CAP transportation is furnished. CAP does not assume any responsibility for travel performed by members to or from encampments or special activities (see CAPR 77-1, *Operation and Maintenance of CAP Owned Vehicles*).

b. Cadets who drive POVs to encampments will not operate the POV while at the encampment. Upon arrival, they will turn-in all car keys to the designated senior member, who will return the keys when cadets are dismissed.

9-6. Reporting Requirements. To ensure proper operational and financial oversight of the encampment, the encampment commander will complete an encampment report and a financial report as described below.

a. Encampment Report. Within 45 days of the conclusion of the encampment, the encampment commander will provide the state director the necessary data to complete the CAPF 20, *Encampment Report*. Within 60 days of the conclusion of the encampment, the state director submits the completed CAPF 20 to National Headquarters (see capmembers.com/encampment for contact information). For regional or joint encampments, the host wing's state director submits the completed CAPF 20 to National Headquarters. When National Headquarters develops an online encampment report in eServices, that system will supersede the CAPF 20 process described above.

b. Financial Report. At the close of the encampment, the encampment finance officer submits the final financial statement and any surplus encampment funds to the encampment commander. The encampment commander will forward these items to wing headquarters. For joint encampments, the financial statement and any surplus funds will be sent to the host wing headquarters for processing. For region encampments, the financial statement and surplus funds will be sent to the region headquarters for processing, or to the host wing headquarters, as directed by the region commander. Encampment commanders must submit their financial reports within 30 days of the close of their encampment.

c. Graduation Credit.

(1) *Cadets* must complete a minimum of 80% of the requirements shown at capmembers.com/encampment, in the judgment of the encampment commander, to receive graduation credit.

(2) *Senior members* must provide at least 32 hours of support and successfully complete their assigned duties, in the judgment of the encampment commander, to receive credit for completing an encampment.

(3) *National Headquarters* updates the graduates' records in eServices, upon receiving the CAPF 20.

d. Cadet and Staff Critiques. Shortly before the encampment concludes, the encampment commander should solicit feedback from the participants, using a critique form that participants may complete anonymously. The encampment staff should review the critiques to learn how to improve the encampment program.

CHAPTER 10 – JROTC and BOY SCOUTS OF AMERICA

10-1. CAP Policy For Junior Reserve Officers' Training Corps (JROTC) Credit. The CAP Cadet Program and JROTC organizations of the armed services (Air Force JROTC, Army JROTC, Navy JROTC, and Marine Corps JROTC) are complementary and mutually supporting. CAP encourages support of JROTC through dual membership of CAP cadets whenever possible.

a. Accelerated Promotions. Cadets who possess 2 or more years of JROTC experience may qualify for accelerated promotions in CAP. These cadets fulfill the usual requirements for each achievement and milestone award (see chapter 5) under the supervision of CAP personnel, but are waived from the standard time-in-grade requirements, as shown below. To request a milestone award under the accelerated promotion program, cadets follow the procedures found in chapter 2, but also must attach to their completed CAPF 52 a memo endorsed by their JROTC instructor certifying they successfully completed 2 or more years of JROTC.

(1) Two full years of JROTC – The CAP cadet may be promoted at the rate of one achievement per month up to the Mitchell Award.

(2) Three full years of JROTC – The CAP cadet may be promoted at the rate of one achievement per month up to the Earhart Award.

(3) Four full years of JROTC – The CAP cadet may be promoted at the rate of one achievement per month up to the Eaker Award.

b. Encampment Credit. Cadets who complete an AFJROTC summer leadership school will receive credit for completing a CAP encampment after submitting their graduation certificate to National Headquarters. See capmembers.com/encampment for more information.

c. Uniforms & Awards. CAP cadets may wear the following awards earned through their JROTC participation:

(1) CAP cadets are limited to wearing any three JROTC ribbons on the CAP uniform (placements of JROTC ribbons are found in CAPM 39-1, *CAP Uniform Manual*). No other JROTC specialty badges or devices are authorized unless found in CAPM 39-1. JROTC instructors (NSI) certify their cadets for wearing JROTC ribbons.

(2) Cadets enrolled in CAP and AFJROTC who use the same uniform for both programs may wear the CAP wing patch on the right shoulder and the AFJROTC patch on the left shoulder (for those uniforms that require a wing patch). See CAPM 39-1 for details. Other JROTC patches are not authorized.

10-2. CAP Policy for Dual-Chartering With the Boy Scouts of America. CAP and the Venturing and Varsity divisions of the Boy Scouts of America (BSA) have much in common. CAP encourages dual membership in both CAP and BSA as either a Varsity Scouting Team or Venturing Crew, with CAP being the chartered partner. By being the chartered partner, CAP is the basis for the union; therefore, members first belong to CAP. The existing CAP structure does not change and all members will conform to CAP standards and wear the CAP uniform.

a. Benefits. The benefits for dual chartering are:

(1) The BSA organization includes approximately 4,000 professional staff and over 93,000 adult volunteers who would be available to provide assistance in the following areas:

(a) Identification of potential youth members with an interest in aviation or search and rescue through a school career interest survey (where available);

(b) Additional “working with youth” adult leader training opportunities.

(2) Eligibility to participate in all Venturing activities upon becoming a Venturing crew, such as: scholarships and awards, air rifle competitions, fly-ins, an emergency preparedness program, use of local BSA camps and facilities and more.

b. Procedure. After consultation with the wing commander, the unit commander should meet with representatives of the local BSA Council to discuss dual chartering. If the decision is made to dual charter, then the BSA representative will complete and submit the required BSA chartering documentation. After a unit receives its charter, the next command echelon should be notified of the new status.

c. Uniform. Dual chartered members are authorized to wear the Venturing Patch or the Aviation Exploring Patch as appropriate, in place of the organizational emblem on the BDU uniform (see CAPM 39-1).

d. Flying. All CAP flying activities will be accomplished in accordance with CAPR 60-1, *CAP Flight Management*, and all CAP search and rescue activities will be accomplished in accordance with CAPR 60-3, *CAP Emergency Services Training and Operational Missions*.

e. Regulatory Compliance. A jointly chartered CAP Venturing Crew or Varsity Team will conduct all operations and activities under CAP regulations or clearly and unmistakably conduct itself under the auspices of the scouting program only. If the unit wishes to conduct any activity outside of, or restricted by, CAP regulations, the unit commander will obtain Scout liability insurance protection for CAP and the members of the unit from the Scouting Council or Scouting National Headquarters before proceeding.

SUMMARY OF CHANGES

READER-FRIENDLY IMPROVEMENTS. Office symbols, e-mail addresses, and website addresses have been updated as necessary. This version also includes editorial changes made to improve readability, grammar, and how the regulation is organized in general.

CHAPTER 1. Updates the Cadet Program mission statement. Introduces the key traits of cadet life. Explains that the Cadet Program is conducted in two main settings. Maintains the concept of five program elements but identifies leadership, aerospace, fitness, and character as the four *main* elements. Mentions that both cadet aerospace textbooks are now in their second edition. Requires squadrons to conduct at least one AEX activity per quarter. Renames “moral leadership” as “character development.” Points to the “Cadet Super Chart” as a key visual aid.

CHAPTER 2. Makes reference to CAPP 52-15 and CAPP 216. Adds an expectation that every cadet unit should have at least two senior members assigned who are graduates of the Training Leaders of Cadets course. Points leaders to a website for details about the Required Staff Training curriculum. Permits cadets age 17 and up to complete CPPT, which had been limited to 18 year olds. Specifies that cadets must self-administer their own prescription medication at CAP activities. Incorporates operational risk management training requirements that were originally announced via a CAP/CC policy letter. Requires wing commander approval for certain “high adventure” activities. Amplifies and adjusts guidelines for rappelling, climbing, and paint ball activities. Clarifies guidance on how commanders assign cadets to new fitness categories when a cadet’s medical condition changes.

CHAPTER 3. Mandates that cadet units conduct an open house or recruiting campaign annually, and also requires units to provide prospective cadets with an in-depth orientation to CAP. Establishes guidelines for resolving problems with incomplete cadet records.

CHAPTER 4. Incorporates doctrinal guidance on the design of a cadet staff. Requires cadet units to establish annual goals. Establishes a clear baseline for training content during squadron meetings. Recommends squadrons develop written schedules for weekly meetings. Recommends squadrons offer their cadets at least one special activity per month, in cooperation with the group or wing,

which must host at least one special activity per quarter. Requires cadet units to track cadet attendance and reach out to absent cadets. Places responsibility for the cadet orientation flight program with the wing headquarters.

CHAPTER 5. Due to the online Cadet Promotion Application’s need for a precise standard, adjusts the minimum time-in-grade between achievements and awards from “roughly 8 weeks” to exactly 56 days. Adds guidance on how NHQ handles delayed requests for milestone awards. Incorporates the protocols for online achievement testing. Explains the transition process for the new “Learn to Lead” curriculum. Explains the new process for ordering hard copy cadet tests now that signature cards are no longer used. Amplifies the guidance on how to support cadets who have special educational needs. Incorporates new requirement for safety training in Achievement 1. Explains that “Learn to Lead” cadets take drill tests using CAPT 78 during Achievements 1 through 8. Explains that “Learn to Lead” cadets will take a written test and complete the usual essay and speech requirements at Achievement 8. Removes references to the now obsolete AFIADL-13 correspondence course.

CHAPTER 6. Recasts the qualifications of dignitaries who present cadet milestone awards, providing commanders with greater flexibility. Introduces an optional Cadet of the Month (or Quarter) Award.

CHAPTER 7. Establishes new eligibility and selection rules for the NCAC chair and vice chair.

CHAPTER 8. Clarifies that career familiarization programs are authorized for cadets. Introduces guidance for the RCLS program.

CHAPTER 9. Points leaders to a website for details about the encampment curriculum. Removes references to encampment review boards, which are redundant due to the CAP IG complaints program.

CHAPTER 10. No significant changes.



NATIONAL HEADQUARTERS CIVIL AIR PATROL

CHANGE 1

CAP REGULATION 52-16

2 JUNE 2011

Cadet Programs

CADET PROGRAM MANAGEMENT

CAP Regulation 52-16, 1 February 2011, is changed as follows:

Page-Insert Change.

Remove

Insert

7/8

7/8

Note: Shaded areas identify new or revised material.



NATIONAL HEADQUARTERS CIVIL AIR PATROL

CAP REGULATION 60-3

17 AUGUST 2009

Operations

CAP EMERGENCY SERVICES TRAINING AND OPERATIONAL MISSIONS

This regulation prescribes concepts, policies, and standards that govern all Civil Air Patrol (CAP) supervisory, ground, and flight personnel in the training, qualification, and execution of CAP operational missions. Practices, procedures, and standards prescribed in this regulation are mandatory and may not be supplemented or changed locally without the prior approval of NHQ CAP/DO. Additional guidance is found in CAPR 60-1, *CAP Flight Management*; CAPR 60-5, *Critical Incident Stress Management*, CAPR 60-6, *CAP Counterdrug Operations*, and other directives governing specific CAP policies. Forward all suggestions for modification and improvement of the program through channels to NHQ CAP/DO. **Note: This regulation is revised in its entirety.**

SUMMARY OF CHANGES.

The entire regulation is completely revised, to eliminate information duplicated in other CAP regulations, improve readability, and incorporate interim change letters. Though significant changes have been incorporated, this regulation is only an interim measure to bridge the gap until CAPR 60-3 and CAPR 60-6 are combined into one regulation that encompasses guidance for all operational missions. This revised regulation is 14 pages shorter than the previous version. To accomplish that, some of the sections from the previous CAPR 60-3 are now posted online on the NHQ CAP/DOS website. We will continue to seek ways to shorten the combined 60-3/60-6 regulation as it is being drafted to follow the standard that was established with the latest revision to CAPR 60-1.

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CHAPTER 1 – GENERAL INFORMATION

SECTION A – GENERAL POLICIES

1-1. Scope.

a. This regulation provides direction for the Civil Air Patrol (CAP) operational mission training, qualification, and actual mission activities. CAP provides services to conduct search and rescue (SAR), disaster relief (DR), Homeland Security (HLS) and other public assistance missions. Many missions are in support of persons in distress and should be conducted competently, expeditiously, and in a professional manner. Proper training, thoroughness, and timeliness cannot be overemphasized.

b. This regulation outlines the policies and procedures for execution of various CAP operational missions, and establishes a foundation for expansion into joint operations using the incident command system and other management tools. Some unique situations may dictate variations in the procedures contained in this regulation. In these cases common sense and prudent judgment must be used to ensure effective management of CAP resources. Safety must always be a primary concern.

c. When the regulation states that wing commanders can approve various qualifications, it means wing commander or higher. Region commanders and the National Commander (or their designees) can respectively approve these qualifications for the members they supervise on the region and national staff.

1-2. Supplements and Waivers. Supplements to this regulation cannot be issued below the wing level (except Congressional Squadron) and require region commander, NHQ CAP/DO, and CAP-USAF/XO approval. Requests for waivers or supplements must be submitted via chain of command to the CAP and CAP-USAF region commanders and then to NHQ CAP/DO for further consideration.

1-3. Definition of Terms. Below is a list of terminology and general definitions commonly used in emergency services:

a. Air Force Assigned Mission (AFAM) – Any CAP activity authorized by the Air Force to use an “A” or “B” mission symbol. “A” missions are generally considered Air Force reimbursable missions that are funded and provide federal insurance coverage. “B” missions are generally considered Air Force non-reimbursable missions that are normally funded by a federal, state, or local agency, the CAP wing, or individual members and provide federal insurance coverage. “B” missions must have some level of federal interest in order for the mission to be authorized to receive federal insurance coverage. See AFI 10-2701 and CAP-USAFI 10-2701 for additional details.

b. CAP Corporate Mission – All authorized mission activities that are not AFAMs.

c. CATS – CAP Asset Tracking System; the CAP website used to track non-expendable property like computers available in eServices. CATS will be incorporated into the Operational Resource Management System (ORMS) when ORMS is finalized. Also see ORMS.

d. CEMS – Communications Equipment Management System; the CAP website used to track all land mobile radio supplies and equipment, accessible to approved members in eServices. CEMS will be incorporated into the ORMS when ORMS is finalized. Also see ORMS.

e. eServices – the CAP website accessible to all members that serves as the portal for most electronic services for CAP – (<https://www.capnhq.gov/CAP.eServices.Web/Default.aspx>)

f. Incident Commander (IC); the CAP IC is the member responsible and in command of CAP resources supporting an incident. If CAP is not the lead agency, a CAP member qualified in the IC achievement will serve as the CAP agency representative to the lead agency IC, and ensure that all CAP resources are used in accordance with approved policies and procedures.

g. Memorandum of Understanding (MOU) – an approved agreement with another organization that may define CAP activities in support of that agency's mission. MOUs may contain provisions and restrictions that supersede those found in this regulation. Each wing is encouraged to establish an MOU with their state and local agencies that they routinely support. Additional information on MOUs is available from NHQ CAP/GC.

h. NHQ CAP/DOS website – The CAP website where materials in support of CAP mission operations are located – (http://members.gocivilairpatrol.com/emergency_services/operations_support/index.cfm)

i. National Operations Center (NOC) – The single resource for coordinating mission approval for both Air Force Assigned Missions and CAP corporate missions. Additional information about the NOC is available in paragraph 1-5a.

j. Operations Qualifications (Ops Quals) – Ops Quals is the CAP website used to document all operations related training and qualifications for CAP members and is accessible to all members in eServices

k. Operational Resource Management System (ORMS) – Formerly referred to as CATS and CEMS, ORMS will be the CAP website used to track primary assignment of CAP equipment (including communications), vehicles, and aircraft, accessible to approved members in eServices.

l. Qualified – Meets all CAP requirements for assignment – qualified is defined in greater detail in CAPR 60-1 for pilots.

m. Web Mission Information Reporting System (WMIRS) – the CAP website accessible through eServices to all members as well as externally to customers. It is used to track mission sorties, approval and other critical mission information. Additional information is available in paragraph 1-15. WMIRS can be found on-line at: (<https://missions.cap.af.mil/wmirs/index.cfm>).

1-4. Priority for Support. As the Auxiliary of the Air Force, CAP priority for employing CAP resources is first, the Air Force, then other DoD departments and agencies, other federal departments and agencies, state civil agencies, and finally, local agencies. That does not prohibit CAP from supporting multiple agencies on the same incident, but CAP must be careful to make sure customers understand CAP's priorities when requesting support.

1-5. Responsibilities. All commanders and members must strictly enforce and comply with the provisions of this regulation. Specific requirements and job descriptions for staff officers at all levels can be found in CAPR 20-1, *Organization of Civil Air Patrol*. Missions are primarily accomplished at the wing level and below. Summaries of key responsibilities at that level are provided below.

a. **NOC.** The NOC is the single resource for assisting customers in obtaining CAP support, coordinating mission approval and up-channeling reports for both Air Force Assigned Missions and CAP corporate missions.

(1) The responsibilities of the NOC include, but are not limited to the following:

(a) Coordinating with the local region to provide additional resources that are needed from other wings/regions.

(b) Consolidating and up-channeling mission reports through CAP and Air Force channels.

(c) For Air Force missions, the NOC acts as the conduit for mission guidance and approval from the Air Component Commander's staff (1st AF, 11th AF, 13th AF). CAP ICs should be aware that guidance and requests coming through the NOC are actually being made by the Air Force.

(d) For corporate missions, the NOC provides wing/region commanders (the Corporate Officers who will be approving the mission) guidance on the legality of performing the requested mission as well as advice on the best ways for CAP to support the mission request.

(e) Provide regions/wings/customers initial feedback on if/how CAP can provide support for various missions.

(2) AFAM guidance.

(a) The NOC is directly involved in coordinating all types of missions except SAR missions. Air Force Rescue Coordination Center (AFRCC) missions are tasked/worked directly between AFRCC and the wing involved. This includes requesting resources from other wings. The NOC does not usually get involved in SAR missions unless AFRCC requests NOC assistance or the wing/region requests NOC assistance.

(b) A verbal request for CAP assistance from a customer can be acted on initially in an emergency, but all requests for CAP support must be submitted in writing via surface mail, e-mail (preferred) or fax.

(c) To ensure CAP's ability to support mission requests or to meet potential wing/region additional resource requirements, it is always best for commanders or ICs to give the NOC as much advance notice as possible even if they are not sure CAP will be tasked or if additional resources will be needed.

(3) General information.

(a) The NOC normally operates from 7 AM to 5 PM Central Time, Monday – Friday (except federal holidays.)

(b) The NOC expands its hours to meet customer and CAP requirements during major contingencies.

(c) A duty officer can be reached 24/7 by calling 888-211-1812, Ext 300 at any time in case of emergency.

(d) The NOC e-mail address is opscenter@capnhq.gov and the fax number is 800-555-7902. E-mails or Faxes submitted to the NOC during non-duty hours for emergency requests should be followed up with a phone call to make sure the NOC has received it.

b. Wing. Wing commanders and their designees must ensure all CAP resources are used in an effective, safe, and efficient manner to support all authorized CAP operational missions. Each wing must:

(1) Maintain a current Wing alert roster and resource report in WMIRS.

(a) This will be updated at least annually or as directed by the National Operations Center, and should be reissued as major changes occur. All CAP personnel designated as Wing Alert Officers (WAO) to accept missions on the wing's WMIRS alert roster must be qualified ICs. WAOs will be tracked in Ops Quals as a specialty qualification.

(b) Alert roster updates will automatically be sent from WMIRS to AFNORTH (including AFRCC) and other national organizations as specified by agreements.

(c) It is imperative that contact information and status of operational mission qualified personnel and resources are updated in a timely manner to assist in personnel notification and response. Additional guidance for alerting procedures can be found on the NHQ CAP/DOS website.

(2) Coordinate with state and local officials for training and equipment, and establish integrated plans and exercises that will satisfy state requirements.

(a) Sample operations and exercise plans are available from the National Operations Center to assist commanders in establishing joint training and operational plans with military units.

(b) Plans for support to other state and local agencies/organizations should be incorporated into a wing level memorandum of understanding or other approved agreement.

(c) Ensure all commitments can be met and correct any prior deficiencies that are known. Do not over-obligate the wing. Review historical data to establish trends and be able to justify the wing's requirements for support. Maintain regular contact with all involved parties so that Civil Air Patrol remains on agencies' active checklists. Develop and test procedures for relaying required and pertinent operational information to the appropriate controlling agency.

(d) Ensure compliance with applicable regulatory guidance when working missions in support of, or in cooperation with, other agencies.

(3) Mission requirements and activities must be coordinated with other CAP staff (Director of Logistics, Director of Communications, Finance Officer, etc.).

(a) Appropriate staff officers must maintain records containing the status of vehicles, aircraft, radios, and other emergency equipment available for operational missions in WMIRS, ORMS, CEMS and other applicable local databases when necessary.

(b) Ensure proper documentation and retention of records for emergency services mission activities. Electronic storage of mission documentation is acceptable including readable scans of original documentation and storage of logs in local mission databases. Electronic records must be backed up in accordance with CAPR 10-2, *Files Maintenance and Records Disposition*. Electronic records within WMIRS do not need to be stored locally. Though electronic storage is authorized, this is not intended to authorize purely electronic flight or other mission release.

(4) Ensure adequate initial, upgrade, and currency training activities are conducted to maintain the qualification and proficiency of emergency services mission personnel, and the results are properly documented.

(a) Maintain electronic or paper records on individual CAP personnel documenting:

- 1 Accomplishment of qualification training required by this regulation.
- 2 Current specialty qualification status.

3 CAPFs 112 and/or 113 may be used to document training tasks completed. These forms are provided as a convenience are not mandatory.

4 CAPF 114, *CAP ES Qualification Record*, should be used to maintain hard copy emergency services personnel records. This is not required if electronic records are kept.

(b) Wings may opt to only maintain records documenting those members that are currently qualified.

(c) Though paper records of all members' emergency services qualifications are not required, Wings must have appropriate electronic access to qualification data when needed if not entirely stored within the National Headquarters Ops Quals system.

(d) Pilot files are still required to be kept in accordance with CAPR 60-1.

(e) All qualifications must be reflected in Ops Quals for a member to be considered qualified.

(f) It is not necessary to maintain paper or electronic Specialty Qualification Training Records (SQTR) once qualifications are approved in Ops Quals on-line. Members are encouraged to still maintain complete records of SQTRs and external training as many task requirements and courses overlap specialties and without proper documentation the member may need to re-demonstrate tasks when working towards other qualifications.

(5) Develop and provide an IC kit to all wing ICs. Periodic updates will be provided, but it is the responsibility of each IC to ensure the currency of this kit. This kit should contain required regulations, manuals, maps, forms, checklists, resource directives, etc., normally needed to conduct any operational mission. A downloadable electronic IC kit or CD-Rom of resources is acceptable; electronic resources must be reviewed and certified as current at least annually.

c. Units. Each unit must:

(1) Ensure individuals satisfy all applicable requirements before approving a member's SQTR, and maintain all documentation required for issuance either on paper or electronically. Documentation should be kept in a CAPF 114, if not stored electronically.

(2) Ensure individuals satisfy all applicable requirements before recommending issuance or renewal of a CAPF 101, *Specialty Qualification Card*, and maintain all documentation for issuance either on paper or electronically. Documentation should be kept in a CAPF 114, if not stored electronically.

(3) In coordination with the Wing emergency services staff, ensure adequate coordination with local agencies for training, joint exercises, etc.

(4) Coordinate with local agencies for training, equipment, joint exercises, plans, etc. Ensure all commitments can be met. Do not over-obligate your unit.

(5) Track the status of all SQTR cardholders within the unit.

(6) Maintain a unit alert roster and resource lists, and designate Unit Alert Officers (UAO) to coordinate mission support for the unit. This will be updated at least annually or as directed by the chain of command, and should be reissued as major changes occur. All personnel assigned as UAOs must be General Emergency Services (GES) qualified senior members. UAOs will be tracked in Ops Quals as a specialty qualification.

d. Individual Members. Individual CAP members participating in operational missions must:

(1) Maintain proficiency in and documentation of their specialty qualifications.

(2) Provide information concerning their qualifications, availability, and readiness to their unit commander (or designee).

(3) Maintain individual equipment readiness and availability to support operational mission requests.

1-6. Wing Recognition. Each calendar year, HQ CAP-USAF/CC presents awards within each region for the wings with the best search and rescue, disaster relief, counterdrug, and homeland security programs as outlined in CAP-USAF Instruction 10-2701, *Civil Air Patrol Operations and Training*. The winning wings permanently retain these awards. Selection of the wings receiving these awards is accomplished by the respective CAP-USAF liaison region commander based upon the following:

- a. Results of required evaluations.
- b. Quality and quantity of training activities during the year.
- c. Performance during actual missions.
- d. Cooperation between the CAP wing and state and local agencies.

1-7. Training. Commanders must ensure that an adequate upgrade, currency, and standardization program is maintained to provide qualified and proficient personnel to conduct operational missions. A continuous training program fostering training at all operational levels must be conducted to ensure that all personnel thoroughly understand and apply the policies in this regulation. Training programs will clearly define responsibilities, stressing the knowledge of the capabilities and limitations of equipment and personnel. A comprehensive annual operations training plan will be developed for each wing, and will be submitted to the CAP Liaison Region via WMIRS by 31 July for the following fiscal year. This training plan must be the basis for all Air Force funded training for the next fiscal year, and should be based on the funding levels of the current year. Training plans should address wings needs for air, ground, and incident staff training. Commanders will need to be sure that all staff inputs are reflected in the plan, critical priorities are funded appropriately, and unfunded initiatives are identified should additional funding come available.

1-8. Information Releases. Information that is releasable to the public on CAP missions should be given promptly to news media representatives. All CAP ICs and information officers will coordinate press releases with the agency being supported (AFNORTH, AFRCC, FEMA, etc.) in advance. The NOC can assist with this. Press releases for all AFAMs must also be coordinated with NHQ CAP/PA with support from the NOC to ensure the appropriate Air Force agency provides approval prior to release. In addition to keeping the public informed, releasing certain information could lead to public assistance in reporting data that may assist in search or other CAP missions. Mission information will be safeguarded IAW CAPR 60-3 para 1-34 and 1-35, and DoD Guidance. Additional information on the role and responsibilities of the public information officer can be found in CAPR 190-1, *Civil Air Patrol Public Affairs Program*, and the Mission Base Staff Task Guide.

1-9. Mission Funding and Reimbursement. CAP members and units may be reimbursed for designated expenses incurred during Air Force-assigned missions. Other federal, state, and local agencies or organizations may provide reimbursement for other missions according to prearranged agreements. Review CAPR 173-3, *Payment for Civil Air Patrol Support*, for current reimbursement policies and procedures.

SECTION B - MISSION COMMITMENT POLICIES

1-10. General. The determination to commit CAP resources during adverse conditions is a difficult decision. A calculated risk in the use of these forces may be justified during hazardous missions involving people in distress. The NHQ CAP/DOS website provides some information on risk analysis that can be used in making the decision to commit to a mission or not. CAP ICs should rely upon the judgment of the on-scene commander if unable to be there personally. Before an IC commits CAP resources, known capabilities of personnel and equipment and the urgency of the situation must be weighed carefully against the chance of mission success. Prior planning and knowledge of the limited capabilities of resources is essential to doing this.

a. Upon locating persons in distress, all personnel must assume that immediate assistance is necessary and act accordingly. The condition of these persons cannot be determined accurately through aerial observation alone.

b. CAP resources may be deployed whenever they can be effectively used. They should not interfere with other activities being conducted to assist any person or property in distress.

c. It is possible to use all suitable and readily available CAP resources, whether corporate or member-owned/furnished, to ensure the most efficient and timely response to missions. The use of some privately owned resources is permitted if approved in advance. CAP regulations 173-3, 77-1, and 900-5 should be referred to in order to determine if the resource must be approved in advance, and who the approval authority is.

d. Only qualified CAP members, qualified members of other agencies with which CAP has an approved memorandum of understanding, and CAP mission trainees under the supervision of a qualified person may participate in CAP operational missions. There will be at a minimum a 1-to-3 ratio of supervisors to trainees when trainees are utilized.

e. Use of qualified CAP cadets is encouraged as much as possible on appropriate missions. Cadets should be trained in the various functions of mission operations and support as permitted. Cadets qualify no differently than adult members in emergency services qualifications, and can be properly utilized in age-appropriate scenarios. Additional guidance for employing cadets on missions can be found on the NHQ CAP/DOS website.

f. Basic policies of CAP directives remain in effect while acting under a joint agreement such as with the Salvation Army or a state emergency response agency.

1-11. Operational Risk Management. The determination to employ CAP resources is a serious one, and should be made carefully, with all personnel fully aware of the associated risks. All CAP members will apply the appropriate level of Operational Risk Management (ORM) and risk mitigation techniques to all events. Additional training and information on ORM is available on the NHQ Safety website.

1-12. Organizing Resources. The IC will organize the personnel and equipment under his/her control for maximum efficiency and economy of operations. Resource utilization and allocation are critical functions of the mission staff; only properly qualified personnel or supervised trainees may be utilized, and the supplies, equipment, vehicles and aircraft they need must be capable and available to meet mission requirements. Analyze the objective and the prevailing conditions and make prudent decisions concerning the suitability of air and/or ground resources. The final decision to use CAP resources remains within CAP at all times. The CAP IC exercises full authority over all CAP personnel for matters pertaining to the mission; the CAP IC is often not the overall IC, and often serves as an agency representative in the incident command structure. The CAP IC must exercise prudent judgment in prosecuting missions. A thorough assessment of all risks associated with the mission must be accomplished and appropriate controls put in place to ensure safe operations. More information is available on the NHQ CAP/DOS website to assist with risk assessments, and organizing resources.

1-13. Common Responsibilities of all CAP Mission Personnel. There are certain common responsibilities or instructions associated with an incident assignment that everyone should follow. Following these simple guidelines will make your job easier and result in a more effective operation. Checklists, forms and training materials are provided on the NHQ CAP/DOS website, and evaluation guides are provided in CAP-USAFI 10-2701.

1-14. Managing the Mission. ICs are expected to support many types of missions utilizing a variety of resources. This requires significant training and experience. CAP ICs not only represent CAP, but also take on a variety of responsibilities for customer agencies and organizations. In general, CAP ICs are expected to make prudent decisions to safely execute mission assignments with available resources, to properly document objectives and work completed, to request additional support when necessary, and guide mission operations from start to finish. Detailed guidelines for how CAP ICs are expected to manage and support missions can be found on the NHQ CAP/DOS website.

1-15. Web Mission Information Reporting System (WMIRS). The IC is responsible for the accuracy and quality of the information in WMIRS. The IC may delegate WMIRS data entry as necessary but this delegation in no way releases the IC from the responsibility of ensuring data in WMIRS is current and correct.

a. The IC is responsible for ensuring all necessary WMIRS entries are completed and mission approvals are received prior to the launch of any sortie.

(1) All sorties for 1st AF, 11th AF and 13th AF missions must be approved in advance.

(2) An air sortie is one takeoff to one full stop landing. Additional sorties can be approved by the designated approval authorities for the mission on short notice for unexpected events. Additional information is also available on the NHQ CAP/DOS website.

(3) Ground sorties are generally considered to be from when a team is released until they return.

b. After the crew is released for their approved sortie, the IC will ensure sortie departure times are entered into WMIRS as soon as that information is received by mission base personnel.

c. Upon sortie completion, the IC will ensure sortie duration, effectiveness, and any requested photos are entered into WMIRS. This information will be entered without delay. Photos will be marked in accordance with the needs of Air Force and the customer, but will contain, at the very least, a detailed description of the target, the latitude/longitude of the target, and the direction toward which the photo was taken. Contact the NOC for clarification if needed.

d. Sorties which divert and thereby incur an extra sortie must have their new sortie entered into WMIRS prior to departure.

e. If circumstances prevent the IC from ensuring all required data is entered into WMIRS in a timely manner, the IC will immediately contact the NOC for assistance.

1-16. Air Operations.

a. Air search operations are broken into two phases, the preliminary search and the concentrated search.

(1) A preliminary search is accomplished during the early part of a mission when it is desirable to cover rapidly all of the territory in which the objective might be located. Aircraft should be dispatched as quickly and safely as possible. Initial route searches should cover the likely route of flight, with emphasis on high mountain peaks, frozen lakes, and areas of severe weather at the time the objective was lost. Properly trained and equipped aircrews can accomplish a preliminary search at night.

(2) If the objective is not located during the preliminary search, it is then necessary to conduct a concentrated search of the most probable areas. Determination of the concentrated search area requires careful analysis of all available information, including the flight plan, weather, terrain, pilot habits, etc.

b. Air operations in support of disasters must be conducted as necessary to accomplish damage assessment, transport of equipment and supplies, monitoring of overall operations, etc., in accordance with requests of the overall IC.

c. Airborne reconnaissance and delivery of imagery to varied customers is a critical function of CAP aircrews. Though it is not required that all images taken be uploaded into WMIRS on all missions, aircrews must upload photos as required in the mission and sortie authorization to WMIRS in a timely manner in the format desired. AFNORTH's current requirements for mission photos and imagery can be found on the NHQ CAP/DOS website.

d. The air operations branch director is responsible for ensuring the safety of all air operations. Aircraft and aircrew capabilities and limitations must be carefully reviewed to verify their suitability for mission assignments prior to release.

(1) Aircraft equipment must be appropriate for the mission (DF, night or IFR equipped, VHF FM communications, etc.).

(2) Composition of the aircrew will vary in number and qualifications depending upon the assignment. A typical aircrew is made up of a mission pilot, mission observer, and mission scanner. Some missions may require a mission scanner or observer to also be a qualified airborne photographer, ADIS operator, or ARCHER operator. Even for purely relocation or transportation sorties it is recommended that aircraft be released with a mission observer, mission scanner, or a second mission pilot. Pilots only qualified as Transport Mission Pilots (TMP) are only allowed to fly certain sorties on authorized ES missions, and additional details of the below restrictions can be found in CAPR 60-1. TMPs can only:

(a) Transport Emergency Services qualified CAP members required for an authorized mission.

(b) Ferry aircraft required for an authorized ES mission.

(c) Fly “high bird” communications sorties on an authorized ES mission.

(d) Current and qualified FAA private pilots may transport parts and equipment owned by CAP or a CAP member to a mission base or staging area.

(e) Current and qualified FAA commercial pilots may transport parts and equipment not owned by CAP.

(3) Aircrews will not self-dispatch; they must be properly released, even remotely via phone or other means if necessary, and noted appropriately on a CAPF 104, *Mission Flight Plan/Briefing Form*; 107, *Flight Operations Log*; and other mission documents, as appropriate. Signatures are not required on the CAPF 104, but the CAPF 104 must note who briefed and released the crew accordingly.

(4) CAPR 60-1 and CAPR 66-1, *Civil Air Patrol Aircraft Maintenance Management*, apply to all air operations.

1-17. Ground Operations. Ground teams may be used in virtually all phases of a mission. Ground operations are governed by state and local laws as well as by CAP regulations and policies.

a. Missions are frequently initiated during periods of adverse weather or other inopportune moments when air operations may be precluded or limited, for example, immediately following a storm or in the middle of the night. Ground teams can often be dispatched to gather information, search suspected high probability areas, search for missing persons, locate ELT transmissions, verify airborne sightings, etc.

b. The ground branch director is responsible for ensuring the safety of all ground operations. Team capabilities and limitations must be carefully reviewed to verify their suitability for mission assignments.

(1) Team vehicles and equipment must be appropriate for the mission (VHF direction finding [DF], VHF FM communications, first aid/rescue equipment, etc.).

(2) Team training and experience must be appropriate for the mission (proficiency in DF use, ground rescue knowledge, concentrated area search procedures, missing person search, etc.). Ground Team Members – Level 1 should be prepared to conduct ground team operations within their limits of training up to 72 hours. Ground Team Members – Level 2 should be prepared to conduct ground team operations within their limits of training for up to 48 hours. Ground Team Members – Level 3 should be prepared to conduct ground team operations within their limits of training for up to 24 hours.

(a) A ground team may only conduct operations within the limits of training of its lowest qualified member. A member qualified at one level, and having supervised trainee status for a higher level may be used operationally at the higher level if the trainee is properly equipped and supervised.

(b) Team assignments must be carefully matched with team member qualifications before releasing a ground team on a sortie.

(3) Composition of the ground team, urban DF team, or Community Emergency Response Team (CERT) will vary depending upon the assignment. Ground teams will not be released without a qualified ground team leader and at least three qualified ground team members or supervised trainees. Urban DF teams will not be released with less than two personnel and CERTs will not be dispatched with less than three personnel. There is not a separate qualification for members and leaders on Urban Direction Finding Teams and CERTs, but one member will be placed in charge. All ground operations must still meet the requirements for cadet protection and vehicle usage. Ground resources will not self-dispatch; they must be properly released, even remotely via phone or other means if necessary, and noted appropriately on mission documents. Signatures are not required on the CAPF 109, *Ground Team Clearance*, but the CAPF 109 must note who briefed and released the crew accordingly.

(4) Teams in the field should establish communications with the base of operations (directly or through a relay) at regular intervals.

(5) Ground teams should document interviews/interrogations conducted in the field using the CAPF 106, *Ground Interrogation Form*.

(6) Only members qualified in accordance with CAPR 77-1, *Operation and Maintenance of Civil Air Patrol Vehicles*, may operate CAP vehicles. All personnel operating vehicles will have a valid state driver's license and will operate all vehicles in accordance with applicable state and local laws.

c. Ground teams must follow proper procedures upon locating a search objective.

(1) Assess and secure the scene.

(2) Render aid to survivors and prepare survivors for evacuation.

(3) Do not disturb anything at the site except as necessary to render aid to survivors.

(4) Verify the identity of the aircraft, person, etc.

(5) Advise the IC of the situation and request appropriate authorities be notified.

(6) Retain aircraft or other resources in the area until certain they are not needed.

Note: Additional information is available in the Ground & Urban Direction Finding Team Task Guide.

1-18. Mission Assistance. Once a CAP IC is appointed, there should be no hesitation to request, through the controlling agency, any additional assistance needed.

a. In many instances, a mission will occur on or near the border of another CAP wing possessing the capability to give assistance. In these cases, the best course of action may be for the additional resources to come from an adjacent wing and use groups, divisions, branches, unified command and area command as needed for span-of-control and supervision of resources within the operational area. The NOC will work with the IC and the local CAP region to make sure all mission resource requirements are met. The NOC will coordinate approval from the designated mission approval authority to use resources from other regions/wings.

b. In some instances where a mission involves several wings (states), it may be more effective for the controlling agency to designate an overall IC, with assistants representing other participating wings, or to consider employing unified command or area command.

c. CAP may be working a mission with non-CAP agencies and, in fact, may not be the lead agency.

d. All CAP personnel, regardless of unit or rank, will give the IC complete support and cooperation. ICs are assigned based on their experience.

(1) There are a limited number of Level 1 ICs across the country. These personnel are normally the most experienced and can be utilized on all events.

(2) There are several subordinate levels of ICs. These personnel can be utilized to coordinate CAP's common missions like electronic searches for distress beacons, ramp checks, etc. at the lowest levels, to complex searches and local disaster response missions. They are not disqualified from coordinating other missions, but their experience must be considered before assigning them.

(3) ICs must recognize when incident complexity or scope approach the limits of their experience level, and request assistance from, or transfer command to, a more experienced IC in a timely manner.

e. Only the designated CAP IC or the IC's designee will coordinate with the controlling agency. Unless relieved by the appointing authority, the designated IC will make the final decision on all matters pertaining to CAP participation in the mission.

f. In order to maximize CAP's capabilities, wing and region commanders should establish "Joint Agreements of Cooperation" between their wings and bordering regions. Formalized agreements of cooperation and assistance will reduce duplication of effort, enabling missions to be performed promptly and efficiently. These agreements do not change the responsibilities of the NOC and coordinating agencies to approve sorties and resource usage on missions, and does not automatically authorize the use of pre-arranged assets. However, it can significantly decrease the time required to arrange for support and should be considered.

1-19. Imminently Serious Missions (C911). The wing commander or designee cannot authorize an AFAM. The C911 program permits CAP wing commanders to launch aircraft or disperse ground teams on actual missions using a corporate mission number with the understanding that there is limited insurance coverage (members are not provided FTCA and FECA coverage). In order to activate a C911 mission, a responsible state or local government official must request CAP assistance. Imminently Serious Missions will only be used to save lives, relieve human suffering, or mitigate great property damage. CAP members participating in C911 missions must be mission qualified in accordance with this regulation. Mission procedures are as follows:

a. Only the wing commander or the commander's designee may authorize a C911 mission as a corporate mission for a wing. In the absence of the wing commander, the vice commander, the director of operations, or director of emergency services may exercise this authority.

b. The NOC must be informed ASAP for all C911 missions.

c. Whenever a C911 mission is activated, the wing (and the NOC once notified) will make every effort to have responsible authorities obtain an actual AFAM number from AFNORTH, AFRCC or other appropriate Air Force authority in order to improve the insurance coverage provided to our members.

d. The IC must track the assets committed to the C911 mission. C911 missions are funded by the wing or the customer agency within funding limits agreed to in advance; national funds are not available for corporate missions of this nature. Mission funding should be sought from the state or local requesting official under an approved MOU or other agreement to avoid depleting the wing's accounts.

1-20. CAP Assistance in Transporting Specialty Teams. If a state or other local agency requests CAP assistance in transporting special SAR or DR assets like canine search teams or man trackers, they should make the request to AFRCC (SAR missions) or the NOC (DR missions). In some limited situations, CAP-USAF liaison regions may be able to authorize Air Force-assigned reimbursed training missions if sufficient training funds are available, or non-reimbursed missions if funds are not available. In addition, the wing commander could authorize a wing-funded or unfunded corporate mission. FAA rules do not allow customer reimbursement for transportation missions flown as corporate missions.

1-21. Mission Records. Wing commanders will ensure that records pertaining to each authorized mission are filed at wing headquarters. These records must be kept in a CAPF 115, *Emergency Services Mission Folder*, or electronically (scanned copies to document proper release signatures and such) and will include at least the ICS 201 or full Incident Action Plan; IC's log; mission flight plans; personnel, vehicle, and aircraft registers; all CAP and wing forms used; sortie logs; interview/interrogations forms; message log; copies of news releases; reports to the controlling agency (CAPF 122, SITREPs, etc.); and any related information that may be needed in answering future inquiries relating to the mission. Detailed guidance for the use and retention of CAP and ICS forms and other mission documentation is available on the NHQ CAP/DOS website. Records must be maintained at least 4 years after the mission is closed or suspended except where they are involved in actual or potential litigation and then they will be retained until that issue is resolved. Mission records kept in WMIRS do not need to be kept separately in either paper or electronic format. However, any mission records not contained in WMIRS must be kept in either paper or electronic format and be available for inspection. No mission records will be released outside CAP without prior written approval of NHQ CAP/GC and HQ CAP-USAF/JA. See paragraph 1-5b(3) for additional information.

1-22. Patient Transfer and Medical Evacuation. The CAP will not normally be used for routine patient transfers or medical evacuations; however, CAP may be used to transport persons seriously ill, injured, or in distress to locations where facilities are suitable, or when other suitable modes of patient transportation (commercial or public) are not readily available in an emergency. Prior to dispatching an aircraft or vehicle on this type of mission, the AFRCC or other controlling agency will obtain the best medical evaluation to determine the need for assistance. This is not to be interpreted to mean that decisions of medical authorities are final in deciding whether a mission will be performed. This type of mission is normally categorized as a rescue mission, with authorization obtained through the AFRCC. If the requested activity cannot be accomplished as an Air Force-Assigned Mission, prior approval as a CAP corporate mission must be obtained as stated in CAPR 60-1. In order for this to be flown as a corporate mission in support of organizations like Angel Flight or the Air Care Alliance, the following is required:

a. The CAP pilot would have to pay for all of the mission expenses. Ideally the pilot would have a commercial rating, but it is not required.

b. The patient would need to have a written statement from his or her doctor clearly indicating it is safe for the patient to travel via a small unpressurized aircraft.

- c. The patient or the patient's legal guardian would need to sign a CAPF 9, *Release (For Non CAP Members)*, (or other HQ CAP approved) release.
- d. The mission would need to be entered into WMIRS including attached copies of the doctor's statement and CAPF 9 (see above). Ideally, this would be done several days in advance of the requested mission.
- e. The NOC will review all documentation provided and then alert the wing commander or his/her designee that the mission is ready for approval in WMIRS.

1-23. Assistance to Law Enforcement Officials. CAP units and members engaged in CAP activities may provide passive assistance to law enforcement officers and agencies, subject to the restrictions outlined in AFI 10-2701. CAP members may not be deputized nor may they take an active part in arrest or detention activities and have no authority to restrict persons by means of force, actual or implied.

a. CAP assistance to law enforcement agencies that may lead to criminal prosecution is restricted to patrol, reconnaissance, and reporting only. Requests for such assistance, unless of an emergency nature, must be approved in advance by the wing and region commanders and coordinated with NHQ CAP/DO. All CAP flight activities will be in accordance with CAPR 60-1.

b. Assistance may also be a by-product of the normal conduct of a CAP mission. In some instances, such as during an airborne search, CAP members may observe suspicious activities and as concerned citizens, should report those observations to proper authorities.

c. When requested by the proper law enforcement authority, CAP members may provide crash site surveillance and/or crowd control duties during an emergency/disaster situation. When on such a mission, the senior CAP member present will ensure the above restrictions are understood and will contact the nearest law enforcement officer if assistance is required.

1-24. Legal Issues of CAP Operational Missions. Title 10, USC § 9442 identifies CAP as an auxiliary of the Air Force when carrying out a mission assigned by the Secretary of the Air Force. This happens when CAP provides services to any department or agency in any branch of the Federal government, including the Air Force. CAP is deemed to be an instrumentality of the United States while carrying out missions assigned by the Secretary. This provides both legal benefits and restrictions on what members can do on AFAMs. There are certain legal issues and principles of which CAP members should be aware to protect themselves and the Corporation from legal liability. While it is impossible to have specific rules which will be valid in all the states and territories, several general principles of law can decrease the risk of individual and corporate liability. The legal officer of each wing should review state laws and suggest ways to avoid legal liability arising out of CAP activities.

a. **Liability Protection.** CAP members acting within the scope of their duties on CAP operational missions will be afforded liability protection by the United States Government under the Federal Torts Claims Act (FTCA) while serving on Air Force-Assigned Missions or by CAP's liability insurance policies (within policy limits) while on other CAP corporate missions (refer to CAPR 900-5, *The CAP Insurance/Benefits Program*).

b. Worker's Compensation Protection. CAP members 18 years of age and older are eligible for Federal Employees' Compensation Act (FECA) benefits if injured or killed while serving on an Air Force-Assigned Mission. Travel to and from such mission activity is also covered as long as there is a "causal relationship" between the injury/death and the AFAM activity. In addition, some states provide state worker's compensation benefits for CAP members injured or killed while serving on state operational missions (refer to CAPR 900-5, *The CAP Insurance/Benefits Program*).

c. Entry or Seizure of Private Property During Missions. As a general rule, CAP members are subject to well-known rules that prohibit trespass or seizure of private property. While entry upon private property may be justified if such an act is for the purpose of saving life, every effort should be made to obtain the controlling agency's approval and property owner's consent. Entry and activities on private property during training missions must always be arranged in advance with the owner. Under no circumstances may a CAP member seize property or engage in searches beyond that noted above.

d. Distress Beacons. Distress beacons are frequently tracked to a locked vehicle, boat, aircraft, or building. CAP mission personnel should contact the IC who will contact the controlling agency (e.g., AFRCC) for further instructions. If entry is required, the owner/operator or local law enforcement officials must arrange access or CAP will not be able to silence the beacon. CAP members WILL NOT enter private property and should not do anything that could cause harm or damage to the distress beacon or other property. If the beacon cannot be silenced, the IC should contact the controlling agency and plan to withdraw CAP resources.

e. Staging or Pre-Positioning Resources. CAP units often want to move or stage resources to best meet the needs of impending missions like hurricane support. Pre-positioning assets in advance are often warranted; however, until a mission has been approved by the Air Force, insurance protection is available only as a corporate mission. Additionally, local personnel need to be aware that just because you want to support your community, the primary resources of your community may not need or want your help and you can't force it upon them. State agencies that require your resources to be pre-positioned should fund this movement just as FEMA or AFNORTH generally does when they request pre-positioning of CAP resources for a mission.

f. First Aid and Emergency Medical Care. CAP is not an emergency medical care or paramedic organization and should not advertise itself as such. CAP will not be the primary provider of medical support on missions or training events though qualified personnel can be used to support such activities. The only type of medical aid that should be administered by CAP personnel or by any other person at CAP's request is reasonable treatment deemed necessary to save a life or prevent human suffering. This treatment must be executed by a person qualified to attempt such medical care within their skill level. When first aid or higher medical training is required for qualification in a particular specialty, the expectation is that the qualification course includes both knowledge and practical skills training; first aid courses taken on-line only are not acceptable; though members are not considered employees when supporting operations, courses are expected to meet the *National Guidelines for First Aid in Occupational Settings* available at <http://ntl.bts.gov/lib/24000/24700/24757/ngfatos.pdf> or ASTM F 2171-02, *Standard Guide for Defining the Performance of First Aid Providers in Occupational Settings*. CAP medical personnel are not provided supplemental malpractice insurance coverage, and any care provided is at the members own risk. Though medical supplies and equipment are not normally provided to responders, any reasonable supplies used on training or actual missions may be submitted for reimbursement as long as sufficient justification is provided.

g. CAP Emergency Vehicles. The policies and procedures regarding the use of CAP vehicles are detailed in CAPR 77-1. In general, CAP limits or prohibits the use of lights and sirens, and though some vehicle identification may be authorized, it does not give members permission to exceed posted speed limits or break any other federal, state, or local traffic laws.

1-25. Withdrawal of CAP Resources and Closing/Suspending the Mission. Once CAP resources have been committed to a mission controlled by another agency, they will not be withdrawn except upon authorization of the controlling agency or the decision of the CAP IC. CAP ICs must have reasonable justification and use proper tact when withdrawing their resources. Notification will be given to the controlling agency prior to withdrawal. For SAR missions all reasonable actions will be taken to locate the search objective, determine the status, and effect rescue or recovery of survivors or victims. The decision to conduct extended operations will be based upon the probability of finding survivors. After all reasonable probability of locating survivors has been exhausted, extended operations become uneconomical and unwarranted.

a. When the CAP operates under an AFRCC mission number for either an aircraft or a non-aircraft search and the objective is located, the AFRCC will close the mission at the completion of rescue/recovery or when continued use of the federalized resource would be of no value. When the objective cannot be located, AFRCC will work with the IC to determine if it makes sense to continue the mission. If a decision is made not to continue, AFRCC will classify the mission as follows:

- (1) For aircraft, the mission will be suspended.
- (2) For non-aircraft, the mission will be closed as "Remains Missing."
- (3) For a distress beacon, the mission will be closed as "Ceased."

b. If AFRCC does not concur with a CAP IC's recommendation to suspend a mission, the SAR mission will continue until additional circumstances arise which justify another recommendation to suspend the mission.

c. Missions will not be closed until all CAP resources have returned to their home bases or other points of origin, until another mission number has been assigned or personnel are officially released from the mission.

1-26. Prevention of Fatigue. ICs will ensure that personnel performing operational mission activities, particularly flight operations, have had sufficient rest to enable them to safely complete the proposed assignment. CAP mission managers and flight crews should refer to CAPR 60-1 for flight time and duty limitations. Other CAP personnel will make a conscientious effort to avoid or reduce fatigue by

- a.** periodic separation from duty station;
- b.** periodic light refreshments of moderate amounts of hot foods, soup, fruit juice, etc.;
- c.** avoidance of excessive smoking;
- d.** periodic sleep prior to sorties; and
- e.** refraining from alcohol within 8 hours of reporting for the mission.

1-27. Criteria for SAVE Credit. A SAVE is the preservation of a human life as a result of actions taken by emergency services (ES) forces. The determination as to whether or not a SAVE is made rests with the controlling agency (for example: AFRCC for SAR missions) based on the recommendation of the appropriate IC or participating emergency services element. In the case of a medical evacuation, the attending physician must attest to the SAVE. Normally, a SAVE will be credited to the element of the ES force making the recovery; however, a search force including incident staff and other aircrews and teams involved may be credited with a SAVE if it locates the SAR objective and directs the retrieval force to a successful recovery.

1-28. Criteria for FIND Credit. A FIND is awarded by the wing commander or higher commander (or a subordinate commander if authority is delegated by the wing commander) to any CAP member of the wing, and is classified as distress or non-distress. A distress FIND is defined as one involving downed aircraft or persons in distress. Normally a definite search objective must have been assigned, located, and positively identified. All other finds will be classified as non-distress, e.g., location of distress beacons accidentally activated. Credit towards FIND ribbons is normally given to the aircrew and/or ground team that located the objective; however, a search force including incident staff and other aircrews and teams involved may be credited with a FIND. More specific guidance for issuance of find ribbons can be found in CAPR 39-3, *Award of CAP Medals, Ribbons, and Certificates*.

1-29. Resource Protection. CAP units located in high crime areas or units involved in the location and identification of persons connected with illegal activities may face the possibility of aircraft and equipment sabotage. Unit commanders must determine local needs for security precautions and establish procedures that are appropriate for their particular location.

1-30. Prohibited Equipment. CAP is often offered equipment that is not appropriate to our mission or is not reasonable for our personnel to use because of the training time required for personnel to remain proficient.

a. Restrictions for the use of night vision devices by CAP personnel during any flight operations can be found in CAPR 60-1. Representatives of other agencies may use their own equipment. CAP ground resources may use night vision devices in support of SAR/DR operations while on foot or as passengers in vehicles. Use of night vision devices by drivers during motor vehicle operations is prohibited.

b. Firearms are prohibited for use or to be carried by CAP personnel during any emergency services operations unless required by state law. More specific guidance on CAP's firearms policy can be found in CAPR 900-3, *Firearms - Assistance to Law Enforcement Officials*.

1-31. Technical or Specialized Operations. CAP often recruits personnel with specialized training or expertise that can be useful on emergency services missions. Though the training required to specialize in these areas is often too cost prohibitive or risky for most personnel to undertake, CAP can still utilize these resources.

a. Members wishing to utilize the training they have earned must have prior permission to do so from NHQ CAP/DO, with written endorsement by the wing and/or region commander. The request must state the limitations proposed for use and how they propose to mitigate risk. If approved by the Air Force for use on an Air Force mission, these members will receive FTCA and FECA coverage just like any other member. Any additional liability coverage required to exercise these privileges is at the expense of the member. CAP personnel choosing to train to be useful in technical areas do so at their own risk. Background training and documentation will be kept at the wing or higher unit for each person given permission for these specialized operations.

b. Any special equipment or resources required for these personnel to exercise their privileges are furnished at the member's own expense and risk.

c. The following technical or specialized operations are considered acceptable but still require prior written approval:

- (1) Technical (Rope) Rescue or Mountain Rescue
- (2) Canine Search and Rescue
- (3) Mounted Search and Rescue
- (4) Urban Search and Rescue

Additional areas will be reviewed on a case-by-case basis. Questions on other areas should be addressed to the NHQ CAP/DO.

d. Wing and region commanders should review the current letters of permission on file at least annually and coordinate revisions as necessary. New wing and region commanders should review the current letters of permission as soon as is feasible after accepting command. Commanders can contact NHQ CAP/DO to request copies of letters on file if necessary.

1-32. Critical Incident Stress. CAP personnel involved in operational missions can often be exposed to stressful situations.

a. Each region will establish at least one Critical Incident Stress Team (CIST) as outlined in CAPR 60-5.

b. Wings should establish contact with local emergency response organizations before a mission requiring support arises to determine the availability of trained support personnel that can assist them. It may be necessary for some wings to establish their own CIST as outlined in CAPR 60-5.

c. ICs requiring critical incident stress support for their personnel should coordinate with their wing or region commander. If a local resource cannot be found, then contact the CAP NOC Duty Officer to request support.

d. More specific guidance for the CAP CISM program can be found in CAPR 60-5.

1-33. National Incident Management System (NIMS) Compliance. CAP is committed to being NIMS compliant like all other response agencies across the United States. Training and other NIMS requirements are posted on the NHQ CAP/DOS website.

1-34. Sensitive and Classified Programs. CAP does not traditionally conduct or support classified missions itself, but it does support sensitive missions regularly, and some mission results support classified missions and customer needs. Members need to be familiar with the classification definitions and their associated access and requirements when assigned these missions. Guidance for these programs is available on the NHQ CAP/DOS website.

1-35. Operational Security (OPSEC). OPSEC is the basis for the protection of information that regardless of the designation, the loss or compromise of sensitive information could pose a threat to the operations or missions of the agency designating the information to be sensitive. All CAP members must complete *OPSEC Awareness Training* and sign the non-disclosure agreement in order to become or remain emergency services qualified. Additional information is available on the NHQ CAP/DOS website including how to complete and document OPSEC Awareness training.

1-36. Standardization of Advanced Technology and Communications Assets. All of CAP's advanced technology equipment (ARCHER, ADIS, etc.) and communications equipment must be standardized to be able to maximize its use on missions across the country. In order to maintain this standardization the following must be adhered to:

a. CAP members will NOT alter, separate, or use for purposes other than as intended any advanced technology and communications equipment, or deviate from approved installation or maintenance procedures in any way. This includes both hardware and software.

b. Only fully qualified operators who have successfully completed standardized training are allowed to operate or install/uninstall any equipment. Trainees must be properly supervised by qualified operators.

c. Recommendations for upgrades/changes to any advanced technology or communications equipment must be submitted through the chain of command to NHQ CAP/DO for proper coordination with staff agencies.

d. Technical support is available from the National Technology Center (NTC) for all advanced technology and communications assets. The NTC is available during normal duty hours at (866) 600-2071. For emergency support after normal duty hours, contact the NOC Duty Officer.

CHAPTER 2 – OPERATIONAL SPECIALTY RATINGS/PERFORMANCE STANDARDS

2-1. General. This chapter defines authorized CAP operational specialty ratings, qualification and training requirements, and minimum performance standards.

a. A CAPF 101, *Specialty Qualification Card*, or equivalent will not be issued to a member until the requirements specified in this regulation have been satisfied.

b. The training/qualification requirements of this chapter are the minimum required. Training should not stop with initial qualification since professional performance demands continuous training. Examples of continuation training programs available are: the AFRCC National SAR School Inland SAR Coordination Course; Federal Emergency Management Agency (FEMA) Emergency Management Institute (EMI) independent study courses; CAP and Air Force training missions; National Association for Search And Rescue (NASAR) classes and training programs conducted by various state or local government agencies; etc. CAP will not track all of the possible courses taken in Operations Qualifications; only those courses required for CAP emergency services specialty qualifications will be tracked.

c. Persons attaining a qualified status under this regulation who will be using CAP communications frequencies must be certified in accordance with CAPR 100-1, *Communications*. Trainees do not need this certification when using these frequencies under the direction of a properly certified communicator.

d. Events creditable toward training, qualification, and currency include both Air Force and CAP Corporate training activities. For all events that are expected to be reimbursed with Air Force training funds, the wing commander or designee, must approve the activity in advance using WMIRS.

e. Waivers of the specialty qualification training requirements specified in paragraph 2-3 must be requested in accordance with paragraph 1-2 of this regulation, be based on equivalent training received from other agencies and substantiated by appropriate documentation, and must be coordinated with CAP-USAF prior to approval. NHQ CAP/DO must approve all such waivers. Broad waivers for known equivalent training will be posted on the NHQ CAP/DOS website.

2-2. Documenting Specialty Qualifications. Authorization for CAP members to perform in an emergency services specialty is limited to personnel who have successfully completed the required training and satisfactorily demonstrated their ability to meet the performance standards for the particular specialty rating.

a. Personnel are authorized to train for the specialty rating qualifications listed in paragraph 2-3 by their unit commander (including approved emergency services school directors) in Operations Qualifications except IC, CISM, ARCHER and NOC Augmentee qualifications. Training to qualify in a specialty is expected to be completed within 2 years from the time the member is authorized to begin familiarization and preparatory training in Operations Qualification on a Specialty Qualification Training Record (SQTR). Members not completing training requirements within two years should expect to re-demonstrate expired portions of their training. All training must be certified as complete by a qualified evaluator, and members cannot certify their own training. Qualified evaluators must meet the requirements established in subparagraphs 1 or 2 below:

(1) Evaluators who are current and qualified supervisors as outlined on the NHQ CAP/DOS website must complete the current emergency services Skills Evaluator Training (SET) also outlined on the NHQ CAP/DOS website. SET will be reflected on the CAPF 101 with “NO EXPIRE”. The member must also have held the specialty achievement qualification in which they are to evaluate for at least one year. Exceptions to the one year requirement can be approved by the wing commander or their designees in cases where the member’s professional background meets the experience criteria. Evaluators must also be approved by their unit commander, group commander (if applicable) and wing commander or their designees to serve in each specialty they are authorized to evaluate. Commanders or their designees can limit or change what specialty qualifications a member is allowed to evaluate in Ops Quals at any time at their discretion. The “all” default authority for an evaluator being submitted for approval would allow them to evaluate in any area that they themselves have been current and qualified in for at least a year. Personnel currently SET qualified when this regulation is released will be qualified under the default authority noted above unless changed by a commander or their designee. If a commander or designee chooses to limit new specialties a member can evaluate rather than using the “all” default, then the commander will have to approve each individual specialty as it is added. Directors of wing, region, or national emergency services schools approved by NHQ CAP/DO can assign temporary SET approval to staff personnel as necessary for their specific events. NHQ CAP/DO will coordinate approval of these school directors with NHQ CAP/IT.

(2) Mission check pilots as outlined in CAPR 60-1 for the mission pilot, transport mission pilot, mission observer and mission scanner specialty qualifications.

Note: Certain tasks and the associated training are expected to be provided by external agencies. For example NIMS and First Aid training will normally be provided by another agency.

b. Trainees can still participate in training or actual missions as allowed on their CAPF 101 if working under qualified supervisors as outlined on the NHQ CAP/DOS website. If the supervisor does not meet the requirements of paragraph 2-2a, the trainee WILL NOT receive credit for training towards qualification. This is not meant to prevent experienced people, members or not, from teaching and educating members, only that formal task completion must be certified by qualified evaluators to receive credit.

c. A current CAPF 101 from Ops Quals reflecting the member’s trainee status should be retained and used for continued participation in a trainee status pending the validation and approval of a new CAPF 101 showing addition of the appropriate specialty rating qualification.

d. The CAPF 101 identifies specialties or functions in which CAP members are authorized to participate during operational missions as trainees or fully qualified staff. The wing commander or his or her designee(s) (except for the General ES Rating) approves the initial CAPF 101 to personnel who satisfactorily complete all training and evaluation requirements specified for the requested specialty rating listed in this chapter. A CAPF 101 with the General ES rating will be approved by the unit commander or his or her designee(s) upon completion of the requirements for the specialty. Copies of documentation are no longer required to be kept at the wing level except in special circumstances (see paragraph 1-5b(4)). Specialty ratings on the CAPF 101 generally remain valid through the last day of the 36th month from the date issued. Authority to approve the initial CAPF 101 in each specialty above General ES may not be delegated below the group level. Delegation of this function must be coordinated with NHQ CAP/DO and NHQ CAP/IT to be sure changes are reflected properly in Ops Quals for the wing. Subsequent CAPFs 101 will be approved at the unit level

unless the wing commander limits this action via an approved supplement to this regulation. Once final approval for a CAPF 101 is granted in Ops Quals, it is considered valid, and the member, unit commander or other designated staff officers can print the CAPF 101. It is recommended that the member or units laminate the printed 101 card for extended use by the member. There are certain exceptions to the above policies listed below:

(1) CAPFs 101 for level 1 ICs must be approved at the region level or higher, by the commander or the commander's designee. CAPFs 101 for all other IC levels must be approved at the wing level or higher, by the commander or the commander's designee. It is not necessary for formal review boards to be held to determine if a member should be qualified in any IC level, but commanders should exercise discretion and reasonable judgment in assigning these qualifications as they require great trust and levy great responsibility on the members being designated as ICs.

(2) Approved directors of wing, region, or national emergency services schools can issue CAPFs 101 for all specialties except IC, CISM, ARCHER or NOC Augmentees. Tasks may be entered when training is provided by an authorized instructor. Approved directors may issue CAPFs 101 for IC, CISM or ARCHER Operator when granted authority by the appropriate wing or region commander, their designees, or NHQ CAP/DO in advance. NHQ CAP/DO will coordinate approval of these school directors receiving appropriate access to Ops Quals to enter qualification data.

(3) Only NHQ CAP/DO or designees will issue CAPFs 101 for the CISM, ARCHER or NOC Augmentee specialties, or designate personnel in a trainee status pending full qualification.

e. Only personnel holding a valid CAPF 101 (or authorized on equivalent computer rosters noted below) containing the applicable specialty rating(s) may be assigned to perform duties on CAP operational missions. Properly documented individuals in training for a specialty rating may only perform mission duties under the supervision of fully qualified personnel.

(1) A current CAP membership card must accompany a current specialty qualification card. Commanders may recall a specialty qualification card from CAP members assigned within their command for violation of CAP directives.

(2) If the unit, wing, region, or National Commander has documented reason to believe that the member is not properly qualified, the specialty(s) in question will be suspended in Ops Quals until resolved and that member will not be allowed to participate in operational mission activities in the questioned specialty until qualifications have been verified. Subordinate unit commanders should notify their next higher echelon to be sure that key personnel are aware of actions being taken.

(3) Computerized rosters using data from Ops Quals may be used in lieu of a CAPF 101 for validation of currency.

f. Authorization for experienced personnel to train for the IC specialty rating is approved by a wing or higher commander or their designees. The wing or higher commander or their designees will renew the IC specialty rating.

g. National Incident Management System (NIMS) training must be provided by appropriately trained and qualified instructors in accordance with established Department of Homeland Security policies and objectives when training is not completed on-line. Instructor requirements can be found on the NHQ CAP/DOS website.

2-3. Specialty Rating Requirements and Performance Standards. For each specialty rating, SQTRs have been developed to train and qualify members in stages. The most current versions of the task guides for all specialties are found on the NHQ CAP/DOS website.

a. First, prerequisites must be completed prior to initiating training requirements.

b. Once trainees have met the prerequisites, they will be required to complete familiarization and preparatory training for the specialty before serving in that position on actual or training missions under supervision. Familiarization and preparatory training is the minimum set of tasks that the member must master prior to acting as a supervised trainee on practice or actual missions. These tasks represent those skills that will keep the member safe and allow the member to function under supervision without jeopardizing the mission. This requirement avoids placing personnel not ready to perform certain jobs or those who work for them at risk.

c. Finally, after completing familiarization and preparatory training, supervised trainees must complete advanced training and participate satisfactorily in two missions before a CAPF 101 is approved and a member is considered "Qualified." Advanced training covers the remainder of the tasks required for specialty qualification. On actual missions, it is expected that these tasks could be accomplished by the trainee's supervisor or other fully trained members if they became critical. These tasks do not have to be completed in a mission setting though. It is acceptable for these tasks to be accomplished with similar familiarization and preparatory tasks during routine unit training or in a formal school like the National Emergency Services Academy. Prior approval and additional risk mitigation measures will be required by the mission approval authority in order for these personnel to participate in a mission. Because all trainees are properly supervised at all times, trainees are allowed to learn these "on the job." These two "missions" do not have to be on different mission numbers, be AFAMs, or be completed after all other advanced training is complete, but personnel must have completed all familiarization and preparatory training in order to receive credit for these sorties. These sorties must be complete sorties and/or operating periods where the member participates in all aspects of their assigned mission specialty. It is possible to participate in more than one specialty on a given mission or day.

d. All personnel will conduct training using the standardized National task guides. Evaluators must ensure that trainees satisfactorily pass all requirements of a task contained in the task guide before certifying completion for the SQTR. Recommended changes to task guides for all specialties will be submitted through the chain of command to the region commander. If the region commander concurs with the proposed change, he/she will forward the recommendation to NHQ CAP/DO for national coordination and to be considered for approval.

e. **General Emergency Services (GES).** To participate in emergency services training or operations, personnel must be current traditional members (not patrons, cadet sponsors, AEMs, or legislative members) having completed level one and cadet protection training (senior members) or achievement one (cadets). Individuals in temporary membership are not eligible for liability coverage under the FECA or FTCA. Individuals in temporary membership status are eligible to accomplish academic training activities, but are not authorized to observe mission base training and operations due to liability issues. In addition, they may not participate in any flight activities (including flight line activities) or ground, urban direction finding team, or CERT field activities. Other than these, there are no prerequisite requirements for GES. The General Emergency Services specialty rating is required of all individuals qualifying in emergency services and will be completed prior to commencing training for any other specialty. This training authorizes members to attend missions, observe activities and perform administrative and general operations support tasks under the direction of qualified staff personnel, essentially as a license to learn. Successful completion of the current CAPT 116, *General Emergency*

Services Questionnaire and *OPSEC Training*, qualifies the member in the General Emergency Services Specialty Rating. To remain current in the GES specialty all current holders will complete new CAPTs 116 and *OPSEC Training* within 180 days of issuance of new examinations. Personnel can complete the latest CAPT 116 exam on-line at: <https://tests.cap.af.mil/ops/tests/default.cfm?grp=dos>, and OPSEC Training at: <https://tests.cap.af.mil/opsec>.

f. The following are the approved emergency services specialty qualifications above the GES level. The requirements to train or qualify in the below specialties can be found on the appropriate SQTRs in Ops Quals, and additional information can be found in the appropriate task guide or in other training materials available on-line on the NHQ CAP/DOS website:

- Aerial Digital Imaging System Operator (ADIS). See notes 2 and 3.
- Airborne Photographer (AP). See See notes 2 and 3.
- Air Operations Branch Director (AOBD).
- ARCHER Operator (ARCHOPR). See note 1.
- ARCHER Trac Technician (ARCHTRK). See note 1.
- ARCHER Ground Station Operator (ARCHGSO). See notes 1 and 4.
- ARCHER Field Spectrometer Operator (ARCHSPEC) See note 1.
- Communications Unit Leader (CUL) – Any Level. See note 4.
- Community Emergency Response Team (CERT). See note 4.
- Cost Unit Leader (FCUL). See note 4.
- Critical Incident Stress Management (CISM) – Any Level. See note 1.
- Finance/Administration Section Chief (FASC).
- Flight Line Marshaller (FLM).
- Flight Line Supervisor (FLS).
- Ground Branch Director (GBD).
- Ground Team Leader (GTL) – Any Level. See note 4.
- Ground Team Member (GTM) – Any Level. See note 4.
- Highbird Radio Operator (HRO). See note 4.
- Incident Commander (IC) – Any Level. See note 4.
- Liaison Officer (LO)
- Logistics Section Chief (LSC).
- Mission Chaplain (MC).
- Mission Information Technology (MIT). See note 4.
- Mission Observer (MO).
- Mission Radio Operator (MRO) – Any Level. See note 4 below.
- Mission Safety Officer (MSO).
- Mission Scanner (MS).
- Mission Staff Assistant (MSA).
- Mountain Flying Certification (MFC). See note 3.
- NOC Augmentee (NOCAUG). See note 1.

- Operations Section Chief (OSC).
- Planning Section Chief (PSC).
- Public Information Officer (PIO) – Any Level. See notes 4 and 5.
- Resources Unit Leader (RUL). See note 4.
- Search and Rescue/Disaster Relief Mission Pilot (MP).
- Situation Unit Leader (SUL). See note 4.
- Transport Mission Pilot (TMP).
- Unit Alert Officer (UAO)
- Urban Direction Finding Team (UDF). See note 4.
- Water Survival (WS). See note 3.
- Wing Alert Officer (WAO)

Note 1: The CISM, ARCHER and NOC Augmentee specialties can only be entered or updated in Ops Quals by NHQ personnel at this time.

Note 2: Personnel current and qualified as an ADIS Operator are automatically qualified as an AP. Personnel that are considered current and qualified Airborne Photographers are NOT automatically qualified as ADIS Operators, but they have already completed many of the tasks that are required for qualification.

Note 3: Training for Airborne Photographers, ADIS Operators, Mountain Flying Certification, and Water Survival has been available, but has not been consistently recorded in Ops Quals. Wing commanders (or higher) or their designees will need to determine who of their current personnel meet the published requirements, and authorize these qualifications in Ops Quals.

Note 4: New training programs and levels in certain specialties are currently in development. In order to allow enough time for proper testing and fielding of new curricula and to avoid delaying the release of this regulation, these new specialties were included in the regulation even though CAP is not ready to implement all of these specialties at this time. As these new or revised specialties are implemented, transition guidance including grandfathering, equivalency, and currency procedures will be posted on the NHQ CAP/DOS website and personnel will be notified via the chain of command.

Note 5: The specialty qualification of Information Officer is initially being changed in name only to coincide with NIMS guidance to Public Information Officer (PIO). All personnel holding the current specialty or in training for the specialty will automatically have this designation changed in Ops Quals. Transition guidance will be provided as levels are added.

g. There are some duty positions that CAP does not have specific specialty qualifications identified. Any CAP IC can appoint any GES qualified member to fill these gaps in order to meet the needs of the mission, but must use good judgment to select personnel who have the appropriate training and backgrounds to be able to successfully complete their assignment.

2-4. Renewal of Specialty Qualification.

a. Most specialty qualifications generally expire 3 years from the date the qualification was attained. Exceptions are listed in table 2-1. Wings will develop plans to ensure that the majority of their qualified members will not expire at the same time.

Table 2-1. Specialty Qualification Expiration Exceptions

Specialty Exceptions	Reason for Exception
General Emergency Services	Specialty expires 180 days after a new CAPT 116 is issued if the member does not successfully complete the new CAPT 116 or the member has not completed OPSEC training by 1 April 2008. The member's electronic CAPF 101 will note "NO EXPIRE" as long as the member has completed the current CAPT 116 and OPSEC.
Transport Mission Pilot	Specialty expires when the member's CAP pilot status lapses, is suspended or is revoked, or if the member's GES specialty expires. The member's electronic CAPF 101 will note "NO EXPIRE" as long as he/she is GES qualified and remains a current CAP pilot.
SAR/DR Mission Pilot	Specialty expires if CAP pilot status lapses, is suspended or is revoked, or the pilot's CAPF 91 lapses. The expiration date on the CAPF 101 is set to two years from the current CAPF 91.
Critical Incident Stress Management – Any Level	Specialties expire if the member's GES specialty expires or when the member is removed from a CAP CISM Team. The member's electronic CAPF 101 will note "NO EXPIRE" as long as the member remains current.
CERT	Specialty expires if the member's GES specialty expires. The member's electronic CAPF 101 will note "NO EXPIRE" as long as the member remains current.
ARCHER Operator	Specialty expires if the member's GES specialty expires or if the member's operator status is revoked. The member's electronic CAPF 101 will note "NO EXPIRE" as long as the member remains current.
NOC Augmentee	Specialty expires if the member's GES specialty expires or is removed by NHQ. The member's electronic CAPF 101 will note "NO EXPIRE" as long as the member remains current.
All Specialties	Members failing to complete CAPT 117, OPSEC or NIMS Training as required will not be allowed to renew a qualification until the appropriate requirements are met.

b. To renew an expiring specialty qualification, the member must:

(1) Be a current CAP member.

(2) Be evaluated on at least one mission (actual or training) every 3 years by a qualified evaluator as outlined in paragraph 2-2a in each specialty (or equivalent higher specialty) for which renewal is requested. A matrix of equivalent specialties is available on the NHQ CAP/DOS website.

(a) During the evaluation, candidates will be required to demonstrate their ability to perform and/or evaluate annotated tasks on the SQTR required to qualify in that specialty. Not all tasks are required to be demonstrated; generally only advanced level tasks are required to be re-demonstrated. Most formal courses do not have to be re-accomplished though some are recommended like first aid training.

(b) This evaluation does not have to be completed on an Air Force approved training mission, and courses that must be re-accomplished need not be completed at the same time as the evaluation.

(c) The evaluation is meant to be a practical check of a member's currency and proficiency to serve in a specialty on a mission.

(d) CAPF 91, *CAP Mission Pilot Checkout*, check rides will be considered equivalent to this evaluation for all aircrew positions for mission pilots. A separate evaluation is not required.

(3) Have satisfactorily completed applicable parts (see paragraph 2-3e) of the current CAPT 116, *General Emergency Services Questionnaire*.

(4) Have satisfactorily completed the current CAPT 117, *Emergency Services Continuing Education Examinations*. CAPT 117 is conducted in three parts: one for aircrew members and flight line personnel; one for ground and urban direction finding teams; and one for mission base staff.

(5) Have satisfactorily completed current OPSEC Training.

(6) Have satisfactorily completed current NIMS training as applicable.

c. Members should periodically review their electronic records in Ops Quals to be sure they will complete requirements to remain qualified in a specialty.

d. The wing commander (or higher commander) or their designee will renew the IC specialty rating. Since the wing commander is required to review documentation to renew these specialties, members must be prepared to send the required documentation to the wing commander in a timely manner prior to the expiration of these rating(s).

2-5. Re-qualification Procedures for Expired Specialties.

a. Individuals previously qualified in various specialty qualification areas may re-qualify without re-accomplishing all initial training requirements. These personnel must demonstrate proficiency in the specialty to re-earn their expired qualification by:

(1) Accomplishing any tasks not previously completed on the current SQTR,

(2) Being evaluated by a qualified supervisor on at least one mission (training or actual) in each specialty (or equivalent specialty as outlined on the NHQ CAP/DOS website), and

(3) Satisfactorily completing applicable parts of the current CAPTs 116, 117, OPSEC Training, and NIMS Training.

b. The wing commander or his or her designee will approve re-qualifications.

2-6. Transfers From Other Wings. Specialty qualification ratings issued in one wing or region will normally be transferred to another wing (or region) without the need for the member to re-accomplish the entire initial training program for various specialty ratings.

a. The transferring member must contact the new wing (or higher unit) and provide copies of his or her emergency services records to the member's unit of assignment. Electronic records will automatically be transferred once a member's transfer request is processed by national headquarters. When a member transfers to a new wing he or she may have to accomplish additional training to remain qualified based on approved supplements to this regulation in the new wing.

b. Wing commanders must establish procedures to provide familiarization training regarding state/local procedures including local hazards for transferring members.

c. Personnel requesting transfer of IC qualification may be required to demonstrate proficiency through participation in emergency services missions under the supervision of a qualified IC from the new wing (or higher unit). IC qualifications will not directly transfer from one wing to another. The new wing or higher unit commander or designee must approve the transfer before it will be reflected in Ops Quals.

2-7. Documentation. The individual member is responsible to maintain copies of documentation of their qualifications. Members will likely need more than old 101 cards to prove completion of training, especially when requirements change and some grandfathering of qualifications may not be allowed in the future.

CHAPTER 3 – AIR FORCE-ASSIGNED TRAINING/EVALUATION MISSIONS

3-1. General. This chapter outlines responsibilities and procedures for planning and conducting Air Force-assigned training and evaluation missions. State and local missions will be conducted in accordance with current CAP regulations and state or local MOUs and operating agreements.

3-2. Responsibilities.

a. CAP-USAF liaison personnel are responsible for monitoring these missions. Liaison personnel may cancel, suspend, or alter the missions as necessary in the interest of safety, but will normally recommend changes to avoid this well in advance.

b. The CAP wing/region commander coordinates requested dates for Air Force-assigned training/evaluation missions with the respective wing's state director (SD).

c. The CAP region commander monitors each wing's training program and coordinates region-wide training activities. Region commanders review the results of Air Force-required evaluations within their region and ensure necessary actions are taken to correct any deficiencies identified.

3-3. Air Force-assigned Reimbursable Training and Evaluation Missions.

a. The goal of Air Force reimbursable training missions and the evaluation program is to assist CAP in developing and maintaining effective, efficient, and safe mission operations. Operational evaluations provide the Air Force and CAP with information concerning capabilities and limitations of each wing in the performance of CAP operational missions. Wing training missions are also used to identify and strengthen areas requiring additional emphasis and training.

b. Training missions should be designed to improve the wing's ability to perform mission commitments identified in approved agreements and MOUs. The responsible wing coordinates participation of state and local emergency services agencies. At the request of the wing/region commander, wing liaison personnel may assist in coordinating state and local agency involvement in training/evaluation activities.

c. Training funds and missions can be used to fund CAPF 5, *CAP Pilot Flight Evaluation-Airplane*, and CAPF 91, *CAP Mission Pilot Checkout*, checkrides as well as other proficiency training for emergency services qualified personnel and trainees. A full mission staff is not required, but proper overhead staffing should be provided to maintain a safe operating environment for all participants:

(1) For checkrides and other approved flying clinics, a properly documented flight release officer or IC must release all flights.

(2) For all other Air Force approved training, the proper staffing will be approved and agreed to during the planning of the mission, prior to commencing operations. Some training missions do not require a full complement of mission staff.

d. Air Force-assigned training missions are planned to accomplish specific training requirements. The specific training objectives must be reviewed and approved by the CAP-USAF SD through the WMIRS training mission request process. CAP-USAF may utilize CAP personnel as trusted agents or expert advisors on monitored training missions, and fund that support on invitational orders in accordance with current CAP-USAF policy.

e. Air Force-required evaluations are administered under the control of the CAP-USAF liaison region. Wing liaison personnel and other active duty or reserve Air Force personnel may assist liaison region personnel in forming the Air Force evaluation team. CAP personnel may be used as trusted agents on evaluation missions in order to provide a fair and independent evaluation, and also prevent any appearance of impropriety on a wing's evaluation.

f. During Air Force-required evaluation missions, training of operational mission personnel may only be conducted when not detrimental to accomplishment of the evaluation.

3-4. Air Force-assigned Non-Reimbursable Training Missions for CAP Resources. Air Force-assigned non-reimbursable training missions should be designed to provide training to improve the wing's ability to perform mission commitments identified in approved agreements and memorandums of understanding. These missions are intended to permit a wing to conduct additional training activities beyond those authorized for Air Force reimbursement, while still providing FTCA and FECA coverage. Non-reimbursable training missions will be planned to accomplish specific training requirements. Specific training objectives must be reviewed and approved by the wing commander prior to requesting mission authorization.

3-5. Scheduling and Requesting Air Force-assigned Training or Evaluation Missions.

a. **General.** Subject to availability of funds and other necessary resources, each wing and region is authorized the following evaluation and training missions during the federal fiscal year:

(1) Evaluations are required biennially. These evaluations may be combined into one evaluation and may be accomplished as part of a multi-wing evaluation.

(2) Optional (wing/region commanders will prioritize available training funds to meet the wing/region's most critical training requirements):

(a) Emergency Services and other Operations training missions; this training is expected to prepare members to meet AFAM requirements and earn emergency services specialty qualifications; any training for tasks required to become qualified may be included in this category. For example, communications user training for personnel that will operate radio equipment on missions would be acceptable as well as water survival training for aircrew members in coastal states, or first aid training for ground teams. A full mission staff to provide selective task training is generally not required but certain staffing or other safety requirements may be required by the mission approval authorities.

(b) Administrative/training missions in support of Subordinate Unit Inspections (SUI) as prescribed by CAPR 123-3, *CAP Compliance Assessment Program*,

(c) National Check Pilot Standardization Courses

(d) Mountain flying Clinics and Mountain Fury Courses

(e) ARCHER Training by NHQ approved instructors

(f) Administrative/training missions in support of SET training

(g) Flight clinics or training flights where training supports any Air Force-Assigned Mission conducted under an approved training syllabus (See CAPR 60-1). Training cannot lead to a higher airman rating or certificate

(h) CAPF 5 and 91 checkrides for personnel eligible to fly AFAMs. Only one CAPF 5 and one CAPF 91 is normally funded for mission pilots and trainees annually. Multiple checkrides may be reimbursed as funds are available. Initial CAPF 5 checkrides and checkrides conducted to reinstate a pilot following a mishap may not be funded with Air Force training funds, but wings may choose to fund them with corporate funds. Wing commanders are responsible for establishing policy and specifying which wing members receive reimbursed checkrides. Priority should be placed on checkrides in the following order: mission check pilots, SAR/DR mission pilots, check pilots, instructor pilots, transport mission pilots, and then cadet orientation pilots.

b. Required Evaluation Scheduling. The responsible CAP-USAF liaison region will schedule each wing for one evaluation at least every other year (may be combined). The liaison region commander will coordinate with the respective CAP-USAF SD and CAP wing commander to establish firm dates. Required evaluation dates will be selected well in advance to permit proper coordination of region events.

c. Air Force-Assigned Training and Evaluation Mission Requesting Procedures. For required evaluations the liaison region commander will coordinate with the wing commander to establish an appropriate date(s) for the evaluation. For evaluations, and training missions the wing/region commander or designee will plan and estimate the cost of the mission and, in each case will input the mission request into WMIRS.

(1) The CAP wing/region commander or designee prepares a WMIRS mission request to include a detailed training scenario. Once approved by the wing or region commander, the request is automatically forwarded to the CAP-USAF SD. After approval by the SD, the request is forwarded to the CAP-USAF liaison region. The WMIRS mission request should be provided to the CAP-USAF liaison region as soon as feasible prior to the activity date to allow the liaison region to find staff to attend and support the training as necessary. WMIRS training mission requests must be available in WMIRS for the state director's approval at least three weeks in advance of the mission start date. Waiver authority rests with the CAP-USAF liaison region director of operations or commander, and requires concurrence of the CAP wing commander and the CAP-USAF SD. Training scenarios and requests should contain at the least the following:

- (a) List in sentence form the achievable objectives of the training mission.
- (b) Give detailed information on how the training scenario will support and enhance the wing's ability to perform these missions.
- (c) Attach an example of any specific mission tasking that will be assigned. (Example – details of a specific photo mission assignment for the aircrew to photograph).
- (d) List unique training areas such as water survival training, soft field landings and take offs, or tactical communications – provide specific details.
- (e) List the approximate number of members expected to attend the training, and resources required for the training.
- (f) List in sentence form, what safety areas will be emphasized in the training.
- (g) If classroom (non-flying) training will be conducted – provide detailed listing of training and what areas will be emphasized.
- (h) List approximately how many total ground and air sorties will be conducted by this training mission, and if any member owned or furnished equipment will be utilized.
- (i) Provide the following areas if needed:

1 If non-CAP personnel will participate in the training mission, list their name, connection to CAP's missions, and purpose at the training mission.

2 For multi-wing training missions, list the wings that will participate. If each wing participating will fund its own training, then a separate mission number will need to be assigned for each wing. Note: the "duplicate mission" function in WMIRS may be utilized to avoid having to retype the same information for multiple wings.

3 If you request reimbursement of expenses for a guest instructor, list instructor's name, arrival date, expected RON costs and costs of any other additional expenses.

4 If you expect personnel to remain overnight for training, training will require commercial travel, or meals will be provided on site, and you plan to request reimbursement costs for any CAP personnel attending, outline expected costs and expenses and provide adequate justification.

5 If the training required has known miscellaneous costs for things like printing or copies, first aid training instructor or other course fees, equipment rental or other necessary supplies to make training successful, and you plan to request reimbursement, outline expected costs and expenses and provide adequate justification.

(2) If approved, the CAP-USAF liaison region will authorize the mission in WMIRS.

(3) WMIRS will not allow users to claim expenditures in excess of the funds requested and approved by the CAP-USAF liaison region. Should the mission go over budget, the wing may be responsible for the additional expense and/or will need to shift funds from other areas of the wing's appropriated training budget to cover the additional expenses. CAP-USAF liaison regions must approve any budget increases requested.

3-6. Monthly Missions. Some routine missions following established plans like mission pilot proficiency flying are approved on a monthly basis for eligible members. By the 5th calendar day of each month, CAP wing commanders, or their designees, will provide their SD with an updated list of CAP pilots who are current and qualified to act as PIC of missions flown in AFAM status. The SD will provide mission approval through WMIRS in conjunction with the wing's monthly PIC list. It is the responsibility of the CAP wing to ensure that pilots on the list are current and qualified. Detailed mission directives are also available in WMIRS.

3-7. Air Force Reimbursement. Reimbursement procedures will be in accordance with CAPR 173-3.

3-8. Mission Reports.

a. Air Force evaluation team members use CAP-USAFI 10-2701, attachment 7, as a guide during required evaluations and optional training missions. Results of required evaluations are documented and sent to the respective CAP wing commander and to HQ CAP-USAF/XO. Wing commanders must review their copy of required evaluation reports and forward corrective actions for all items rated less than satisfactory (or "no" on a yes/no question) to the CAP region commander, with a copy to the CAP-USAF liaison region. The wing commander must forward these responses not later than 30 days following receipt of the report from the Air Force evaluation team.

b. Optional training mission reports are prepared by the CAP-USAF SD or his/her designee and provided to the CAP wing commander. The CAP-USAF SD maintains a file copy. At the discretion of CAP-USAF state director, mission results are reported using a simple narrative of activities and findings. The wing commander is not required to answer this report unless specifically requested by HQ CAP-USAF/XO or by the CAP-USAF liaison region office.



NATIONAL HEADQUARTERS CIVIL AIR PATROL

CAP REGULATION 280-2

22 FEBRUARY 2011

Aerospace Education

CIVIL AIR PATROL AEROSPACE EDUCATION MISSION

This regulation defines the Civil Air Patrol (CAP) Aerospace Education (AE) program. It authorizes AE staff positions; provides for selection, orientation, and training of CAP AE officers; defines internal and external AE programs; and prescribes eligibility, selection criteria, and nomination procedures for national aerospace awards. Further information concerning the implementation of these provisions may be found in CAP Pamphlet (CAPP) 15, *Aerospace Education Officers' Handbook*.

SUMMARY OF CHANGES.

This revision changes the name of CAP Aerospace Education Officer of the Year Award to the Major General Jeanne M. Holm CAP Aerospace Education Officer of the Year Award, as approved by the May 2010 National Executive Committee, changes the name of the Fly a Teacher program to Teacher Orientation Program (TOP) Flights and deletes reference to the National Conference on Aviation and Space Education (NCASE). **Note: Shaded areas identify new or revised material.**

1. General:

a. The authority for CAP's aerospace education and training mission is derived from Title 36 of the United States Code, Section 40302. The law states that among the organization's purposes are "To provide an organization to encourage and aid citizens of the United States in contributing their efforts, services, and resources in *developing aviation* and in *maintaining air supremacy*" and "To provide *aviation education and training* especially to its senior and cadet members."

b. CAP aerospace education programs implement the AE mission's goals and objectives. These AE programs provide an understanding and appreciation of aviation and space exploration in our world. Aerospace education communicates knowledge, skills, and attitudes relating to aerospace activities and the total impact of air and space technology upon society.

c. CAP members are obligated to involve themselves in aerospace education. Members are required to:

- (1) Be informed on aerospace developments and issues.
- (2) Speak out on aerospace matters at appropriate formal occasions and during informal daily contacts.
- (3) Share aerospace knowledge and experiences with other CAP members and the general public.

Supersedes: CAPR 280-2, 30 January 2009.

Distribution: National CAP website.

OPR: AE

Approved by: CAP/CC

Notice: CAP publications and forms are available digitally on the National CAP website at: http://members.gocivilairpatrol.com/forms_publications__regulations/.

2. Aerospace Education. CAP has both an internal and an external aerospace education program. The internal program provides aerospace education to CAP members. The external program provides the general public with the aerospace education necessary to ensure the continuing development of aerospace supremacy.

a. Internal Aerospace Education Program. The Internal AE Program provides basic aerospace knowledge to both senior members and cadets.

(1) Senior Members. The Aerospace Education Program for Senior Members should be an integral part of a senior member's CAP experience. It consists of five elements:

(a) Yeager Test. This element is a self-paced study based on the CAP text, *Aerospace: The Journey of Flight*. All senior members have the responsibility to read and become knowledgeable with the content of this text. Once members are ready to take the Yeager test, they have three options: open book; closed book; or on-line. Members are encouraged to take the test on-line. Members completing any of the options will receive the Charles E. "Chuck" Yeager Aerospace Education Achievement Award and are authorized to wear the Yeager Award ribbon. Unit commanders, test control officers (TCOs) or alternate test control officers may administer the Yeager test. Local reproduction of the test is authorized, but all copies must be controlled in the same manner as the originals (see CAPR 50-4, Test Administration and Security). For members who successfully complete the Yeager test on-line, their records will automatically be updated. These members may also print the Yeager Award Certificate (CAPC 20). If the member elects to test using the hard copy on file at the local unit, squadrons will send the results to the wing director of aerospace education (DAE), using CAP Form (CAPF) 126, *Unit AE Examination Administration Record and Report Form*. The wing DAE will issue the CAPC 20 to the squadron commander for presentation. Wing and region headquarters units will send certificates to their own personnel completing the test. Wing DAEs and region deputy chiefs of staff for AE (DCS/AE) must forward the CAPF 127, *Monthly Certification Report*, to NHQ/AE by mail, fax or scanned document, so members can receive credit in the national database and have their names published. Senior members who earned the Spaatz Award may be credited with completion of the Yeager test and authorized to wear the Yeager Award ribbon. Official recognition will be awarded on an individual basis. Each member should submit a written request, approved by his/her commander, to HQ CAP/DP to have the member's permanent record updated to reflect this achievement.

(b) Aerospace Education Management Skills Development (CAPP 215 Specialty Track Study Guide, *Aerospace Education Officer (AEO)*). This element involves the orientation and training of unit AEOs. The CAPP 215 specialty track, developed specifically for AE staff professional growth, is available on the CAP website. The specialty track consists of three phases: Technician; Senior; and Master. All three phases are evaluated by a written examination (available on-line) and by demonstrated performance. Achievement of the Technician rating in the Aerospace Education Officer specialty track authorizes the wearing of the AE badge. A bronze star is added to the AE badge upon achievement of the Senior rating. A gold star replaces the bronze star after achievement of the Master rating. When the Master specialty track rating is earned and the CAP member is an active aerospace education officer, as certified by the commander, the CAP member will be awarded the A. Scott Crossfield Award. Requests for the A. Scott Crossfield Award are submitted to NHQ/DP on the "Commander's Evaluation and Rating Certification Checklist, Phase III-Master Rating" (Attachment 1 of CAPP 215). NHQ/DP will issue the A. Scott Crossfield Award certificate. The award certificate will be sent directly to the member unless otherwise requested.

(c) **Aerospace Education Leadership Requirements.** This element outlines the leadership required for the AE portion of the CAP mission. The term “leadership” applies to every CAP member and specifically to commanders and AE officers. Commanders at all levels should demonstrate support for the AE mission and staff each authorized AE position with individuals who conduct and support aerospace education in the unit. Region, wing, unit commanders and AE officers provide leadership and assistance to ensure an effective AE program.

(d) **Individual Aerospace Continuing Education.** This element establishes the obligation for each senior member to create his/her own individual continuing education program on aerospace topics. Every member has a personal obligation to sustain a level of aerospace knowledge that will ensure a strong professional organization. Reading professional magazines, journals, and books is a way to achieve this element. Unit AEOs can facilitate individual continuing aerospace education by conducting aerospace education programs including such things as hands-on activities, guest speakers, and field trips.

(e) **Aerospace Education Outreach.** This element makes it the responsibility of all senior members, and not just unit AEOs, to promote aerospace education within CAP and in their communities. Visiting schools, talking with educators and school administrators, giving school presentations, writing newspaper articles and directing a unit hands-on activity are among those examples that exemplify the fulfillment of this element.

(2) **Cadet Members.** Aerospace education is a major part of the cadet program. Cadets study aerospace books and perform hands-on aerospace activities in a group or by themselves. Cadets must complete formal aerospace education requirements to progress through the various achievements of the cadet program. Cadets must complete staff duty analyses, one of which is Aerospace Education Officer, and serve as aerospace mentors to other cadets. CAPR 52-16, *Cadet Program Management*, defines the cadet program and outlines the aerospace education requirements.

b. **External Aerospace Education.** The External AE Program presents aerospace education to the public and particularly to schools. The general public’s understanding of aerospace and its importance to our society is part of CAP’s AE mission. This is accomplished through academic programs within the educational systems and through contacts between CAP members and their communities.

(1) **Aerospace Education Member (AEM).** AEM is a special membership category open to educators or any reputable individual or organization that has a desire to promote the aerospace objectives and purpose of CAP, but who have limited membership privileges. (See CAPR 39-2, *Civil Air Patrol Membership*, for more information.) The CAPF 13, *CAP Aerospace Education Membership Application*, is used to enroll into the AEM category. AEMs promote aerospace education to their students, peers and the general public.

(2) **Aerospace Education Workshops.** CAP makes an outstanding contribution to the educational system by supporting aerospace education workshops in school systems and colleges throughout the country. These workshops are designed to provide educators with a basic knowledge of aerospace and can be a part of an educational institution’s course of study.

(3) **Aerospace Education in Local Schools and Other Community Organizations.** CAP personnel will cooperate with schools and other community organizations by promoting aerospace education efforts; providing aerospace education units of instruction; assisting with materials, people and appropriate programs; arranging field trips; etc.

(4) Aerospace Education Materials. CAP has numerous educational materials to enhance and supplement academic curricula. These materials are available to educators and other community organizations, as well as to AEOs and other CAP members.

(5) Aerospace Organizations and Agencies. CAP partners with aerospace organizations, government agencies, and the private sector in each state provide aerospace education opportunities, resources, and materials.

3. Aerospace Education Positions. Aerospace education staff positions are authorized at region, wing, group and squadron levels (see CAPR 20-1, *Organization of Civil Air Patrol*). Positions are filled by organizational commander appointment. The major characteristics desired of AE staff members are: (1) a high interest in and an enthusiasm for aerospace; (2) initiative and imagination in promoting aerospace education; (3) a working knowledge of the educational community; and (4) the ability to work with people and recruit others to assist in promoting aerospace education. AE leadership positions that must be filled include: Region level - Deputy Chief of Staff/Aerospace Education (DCS/AE); Wing level - Director of AE (DAE); and Group/Squadron levels -Aerospace Education Officer (AEO).

Note: AEOs at all command levels from squadron through region are responsible for the internal and external activities of Aerospace Education.

4. National Awards:

a. Aerospace Education Mission Awards. The AE Mission Award identifies the best wing in aerospace education in each region and the top three wings in the nation. The AE Mission Award is based on information submitted by the wings using the AE Wing Activity Report. The activity report indicates points earned by measured performance in four major AE mission areas; staffing, internal programs, external programs and Plan of Action. Details regarding submission of the annual activity report can be found on page 8 of this regulation. Additional information on the grading criteria can be found in CAPP 15, *Aerospace Education Officer's Handbook*. NHQ/AE will determine the winner from each region based on total points and then select the top three national winners based on the total points of all wings submitting reports. Groups and squadrons must submit their activity reports to the wings by January 15th and wings must submit the Wing Activity Report to NHQ/AE in accordance with paragraph 6, below, to compete for the AE Mission Awards.

b. Frank G. Brewer-Civil Air Patrol Memorial Aerospace Awards. The Brewer awards are presented in commemoration of Frank G. Brewer, Sr. because of his lifelong interest in aviation, youth and education. Recognition is given to individuals and organizations that have made outstanding contributions, out of selfless devotion, to the advancement of youth in aerospace activities. Nominees are evaluated on CAP program support, significance of accomplishment, community involvement and support of all facets of the aerospace education mission. The nomination form, CAPF 25, *Frank G. Brewer CAP Memorial Aerospace Award*, is found in CAPP 15, *Aerospace Education Officers' Handbook*.

(1) Awards Selection Criteria:

(a) Category I – Civil Air Patrol Cadet. Nominee must have earned the Billy Mitchell Award and must be a current CAP member. The nomination should include a strong justification that supports an outstanding aerospace achievement or significant contribution to the aerospace field during the calendar year preceding the selection.

(b) Category II – Civil Air Patrol Senior Member. Nominee must be a current CAP member. The nomination should include strong justification that supports an outstanding aerospace achievement or significant contribution to the aerospace field during the calendar year preceding the selection.

(c) Category III – Individual/Organization (non CAP). Nominees may include educators, state aviation officials, fixed-base operators, state superintendents of public instruction, members of the Armed Forces, members of Congress, or elementary or secondary schools, colleges and universities, airlines, aircraft industries, flying schools, governmental agencies, associations or other individuals or organizations who have performed a noteworthy aerospace achievement or made significant contributions to the aerospace field over a continuous period of up to 10 years. Nominees should have a strong involvement in CAP but are not CAP members.

(d) Category IV – Lifetime Achievement. Nominees must be CAP members, who are also educators, state aviation officials, fixed-base operators, state superintendents of public instruction, members of the armed forces, members of Congress, or other individuals who have performed a noteworthy aerospace achievement or made significant contributions to the aerospace field for a period of more than 20 years.

(2) Procedures:

(a) Any CAP member or CAP unit may submit nominations in any of the four award categories. Using the format shown in CAPP 15, nominations must be submitted to the DAE NLT 15 January. The wing DAE, in coordination with the wing commander, must forward the nominations to the region DCS/AE NLT 15 February. The DCS/AE, in coordination with the region commander, will convene a committee, to include the Region DCS/AE or designee, to select a region winner in each category. The DCS/AE may obtain certificates from NHQ/AE for presentation at an appropriate region activity.

(b) The Region DCS/AE will forward names and supporting documentation of region winners to NHQ/AE NLT 15 March for national award consideration. CAP/AE will consolidate the nominations and forward to the Brewer Family. National awardees are selected by a committee and are announced on or about 15 May. The national award is presented at the annual CAP National Board and Conference.

c. Civil Air Patrol Aerospace Education Teacher of the Year Award. The Civil Air Patrol Aerospace Education Teacher of the Year Award is a national level award established to recognize and reward any Civil Air Patrol member who is a certified teacher for outstanding accomplishments in Aerospace Education and for possessing those honorable attributes we expect from American teachers.

(1) **Qualifications:** Nominees must be Civil Air Patrol members, senior member or aerospace education member (AEM), and certified classroom teachers from grades kindergarten through twelve from any public, private or parochial school. Nominees must either teach aerospace education* as a subject or use aerospace education to enrich the teaching of traditional subjects. Although the CAP Teacher Award is an annual award presented to a teacher, the accomplishments of the nominee need not be limited to the year for which the award is given. The award recognizes dedicated and talented aerospace education teachers who:

(a) Set high standards for students and demand excellence in student performance.

(b) Strive to improve their personal academic competence and teaching ability.

(c) Perform their teaching duties in an exemplary manner, resulting in admiration by students.

(d) Demonstrate creativity in developing and utilizing materials to enhance the teaching of aerospace.

(e) Maximize student involvement and classroom activities to improve student learning or create and develop a one-time project or program of such significance that it has a major impact on the teaching of aerospace education.

* Aerospace Education is that branch of general education concerned with communicating knowledge, skills and attitudes about aerospace activities and the total impact of air and space vehicles upon society.

(2) Procedures: Any CAP member or CAP unit may submit a nomination using CAPF 128, *Nomination for CAP Aerospace Education Teacher of the Year Award*. Unit commanders will submit senior member nominations to the wing commander for consideration NLT 15 January. AEM nominations will be sent directly to NHQ/AE who will then forward to the appropriate wing commander NLT 15 January. The wing commander will select the best nominee and forward to the region commander NLT 15 February. The region commander will select the best nominee from the wings and forward to NHQ/AE NLT 15 March for national award consideration. The national award is presented at the annual CAP National Board and Conference.

d. Major General Jeanne M. Holm Civil Air Patrol Aerospace Education Officer of the Year Award. This award was established to recognize and reward outstanding performance in aerospace education by CAP Aerospace Education Officers assigned duties at the flight, squadron, group, wing or region levels.

(1) Qualifications:

(a) Service: At least 1 year of service as an AEO at any level (squadron, group, wing or region).

(b) Specialty track 215 rating: Senior or Master.

(c) Earned Yeager Award and promoted the completion of the Yeager Award by others.

(d) Efforts to promote AE programs: AEX Award, CAP Model Rocketry, Teacher Orientation Program (TOP) Flights, AEO Workshops, AEM Recruiting, Cadet AE Program, CAP AE Newsletter, Volunteer Magazine, CAP Teacher of the Year, Brewer Awards, AFA Grants, etc.

(e) Narrative description of the nominee's overall contributions: Explaining why this officer's contribution is significant.

(2) Procedures: Any CAP member or CAP unit may submit a nomination using CAPF 129, *Nomination for CAP Aerospace Education Officer of the Year Award*, through the chain of command to National Headquarters, which will convene a Major General Jeanne M. Holm CAP AEO of the Year selection committee. Nomination deadlines are as follows: 15 Jan – unit nomination due to wing; 15 Feb – wing nomination due to region; 15 Mar – region nomination due to National Headquarters.

Note: AEO Award nominations may not be sent directly to National Headquarters.

5. Reporting Requirements for an Annual AE Plan of Action.

a. Each squadron, group (if applicable), and wing will develop an annual AE Plan of Action (POA) no later than 15 February. Consult CAPP 15, *Aerospace Education Officers' Handbook*, for guidance on how to develop a POA.

b. A current roster of AE staff officers will be attached to each POA. Rosters attached to the group POA will include the group AE staff as well as the AE staff of subordinate squadrons. Likewise, rosters attached to the wing POA will include the wing AE staff as well as the AE staff assigned to all subordinate units. Rosters will be updated and resubmitted through the chain of command as personnel changes occur.

c. The AE Plan of Action will be sent through the chain of command for approval and implementation as follows:

(1) For wings with group-level organizations: Squadron commanders should consult with their staff and develop a proposed POA for the group commander's approval. Upon receipt of the POAs from squadrons, the group commander should confer with his/her staff, make adjustments to the POAs as needed, and approve the POAs. Upon approval of the POAs, the group commander should again consult with his/her staff (team effort) and develop a single POA for the group as a whole. The group POA will be forwarded to the wing where the wing DAE will collect group POAs and consolidate into a wing POA. Whether or not informational copies of the POAs submitted by the squadrons should be attached to the group POA is left to the discretion of the wing commander. However, the consolidated AE staff roster, as specified in paragraph 5b above, must be attached. After wing commander approval, the wing will then forward a single POA (wing as a whole) to the region commander for approval. After the wing POA and attached staff roster are approved by the region commander, an informational copy will be forwarded to NHQ/AE.

(2) For wings without group-level organizations: Squadron POAs will be submitted directly to the wing commander for approval. After the approval process is completed, the wing commander should confer with his/her staff, especially the wing DAE, and develop a single POA for the wing as a whole (team effort). The wing POA will then be forwarded to the region commander for approval. Whether or not informational copies of the squadron POAs should be attached to the wing POA is left to the discretion of the region commander. However, the consolidated AE staff roster, as specified in paragraph 5b above, must be attached. After the wing POA and attached staff roster are approved by the region commander, an informational copy will be forwarded to NHQ/AE by the region HQ.

(3) Recommendations for region commanders and region DCS/AEs: Although regions are not required to formally develop a region POA, an informal plan should be developed to employ region resources, if required, to help all subordinate commanders successfully accomplish the CAP AE mission. In this regard, the region commander, and especially the region DCS/AE, are key players in providing advice, assistance, and leadership.

6. Reporting Requirements for an Annual AE Activity Report.

a. Each squadron, group (if applicable), and wing will complete an annual AE Activity Report by 15 February, which will contain all of the information pertaining to aerospace activities occurring during the year. Instructions on how to complete the activity report are explained in CAPP 15 *Aerospace Education Officers' Handbook*.

b. The AE Activity Report will be sent through the chain of command in a manner similar to that explained above for POA reports. Squadron commanders will send reports to their group commanders (for wings that have groups) and the group commander will prepare a single consolidated report and send it to the wing commander. For wings without groups, squadron commanders will send reports directly to the wing commander. Upon receipt of the reports from either group commanders or squadron commanders, as applicable, the wing commander will confer with the DAE, prepare a single consolidated report and send a courtesy copy to the region commander. The wings will also send a copy of their activity report to NHQ/AE to be evaluated for national-level AE awards.